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ABSTRACT

A set of recommendations is provided regarding data collection and reporting to support and facilitate the accreditation process in postsecondary education. The following chapters are provided: (1) introduction (types of accreditation, evaluation of standards, potential users, and the development process); (2) conceptual schema (conceptual overview of kinds of data); (3) detailed data structure (a listing of database items); (4) data definitions (definitions for each of the data elements in the previous chapter); (5) data collection formats and indicators for institutions (appropriate ways of combining data items for institutions); and (6) data collection formats and indicators for programs (appropriate ways of combining data items for programs). A classification of instructional programs, a bibliography (which contains 18 references), and an index are appended. (KM)

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A Common Language for Postsecondary Accreditation:

Categories and Definitions for Data Collection

National Center for Higher Education Management Systems

The Council On Postsecondary Accreditation

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A Common Language for Postsecondary Accreditation: Categories and Definitions for Data Collection

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Melodie E. Christal
Dennis P. Jones

1985

National Center for Higher Education Management Systems
P.O. Drawer P Boulder, Colorado
and
The Council on Postsecondary Accreditation
One Dupont Circle, N.W. Washington, D.C.
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Table of Contents

Page

Acknowledgments vii

Chapter 1
Introduction 1

Chapter 2
Conceptual Schema 9

Chapter 3
Detailed Data Structure 15

Chapter 4
Data Definitions 25

Chapter 5
Data Collection Formats and Indicators for Institutions 79

Chapter 6
Data Collection Formats and Indicators for Programs 103

Appendix A
Classification of Instructional Programs 131

Bibliography 143

Index 145

Acknowledgments

In the fall of 1983, The Ford Foundation funded a joint project between the Council on Postsecondary Accreditation (COPA) and the National Center for Higher Education Management Systems (NCHEMS) to develop a common data base for the support of institutional and programmatic self-studies and accreditation activities. The project also was to seek agreement among accreditation agencies to utilize the recommended data. This document is the end result of the 18-month project.

Many people helped bring this book together. The Project Steering Committee, composed of representatives of both institutional and specialized accrediting bodies as well as researchers and representatives of educational associations, guided the entire process. A listing of the membership of the committee is in chapter 1. The staffs of the national, regional, and specialized accrediting associations provided the background material upon which this document is based. They also extensively reviewed drafts of the document and provided many valuable suggestions, which are reflected in this final document. Likewise, representatives of many colleges, universities, schools, and departments served as reviewers and "guinea pigs" during the development process. Their efforts are appreciated and are recognized in the changes made as a consequence of their involvement.

Finally, we would like to thank the staff at COPA who started the project as acquaintances and staff members on a joint project and became colleagues, personal friends, and fellow travelers—Dick Millard, who initiated the effort and nurtured it from proposal to product; Eileen Kuhns, who was the project coordinator and carried the logistical load for the project as well as contributing to the content of the manual; and William "Mac" MacLeod and Marjorie Peace Lenn, who provided sage advice on the ins and outs of accreditation and fellowship.

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Chapter 1
Introduction

Accreditation is voluntary, but few reputable institutions can flourish without it. A primary means for communal self-regulation, accreditation now serves as a significant vehicle for assessing and enhancing academic and educational quality. Accreditation has several important, yet different, facets. As a *condition*, it is a status granted to an educational institution or program that has been found by its peers, including professional and public representatives, to meet stated criteria concerning educational quality and accomplishment. As a *process*, it has two fundamental purposes: to determine the quality of an institution or program and to assist in improving that quality. As an *activity*, it brings members of academic and professional communities together to develop and validate standards, assess the adequacy of their own operations, and offer peer judgment and guidance to other institutions and programs. Accreditation thus assures students and the general public of educational quality and institutional or programmatic integrity.

Types of Accreditation

There are two types of accreditation and accrediting associations: institutional, and specialized or programmatic. Institutional accreditation is carried out by the four national and nine regional associations. It focuses on the college or university as a whole and directs attention not only to the educational program but to such areas as effective management, student and personnel services, financial and physical resources, administrative strength, and consumer protection.

Accrediting associations within specific professional, occupational, or disciplinary areas conduct specialized accreditation. The specialized accrediting associations currently recognized by The Council on Postsecondary Accreditation (COPA) accredit programs, or schools in complex institutions, that prepare professionals, technicians, or members of special occupations. Most specialized accrediting associations require that the programs evaluated be part of an institutionally accredited college or university. Through their relations with professional associations, they are able to provide assurance that a program is educationally sound and that it is relevant to current practice in a professional field. A sharp increase in the number of specialized accrediting associations has demonstrated the need for effective cooperation among and between both specialized and institutional accrediting bodies.

Two common purposes guide the establishment and activities of all accreditation agencies: to assure institutional and program quality and to assist in the improvement of educational programs and institutions. For most accrediting bodies, the accreditation process has four major components. First, the institution or program develops an adequate statement of institutional or program mission, goals, and objectives. The institution or program then conducts an effective analytic self-study focused on the way and the extent to which it achieves its objectives. A selected group of peers carries out, in turn, an on-site visit to evaluate the adequacy and accuracy of the self-study and the institution's effectiveness in meeting its objectives. Finally, an independent accrediting commission reviews the self-study and the report of the site visitors and decides, in view of its standards, whether the institution or program is worthy of accreditation.

Evaluation of Standards

While this general approach to accreditation has been employed for many years, significant changes have occurred within this process. The earliest standards used by accrediting associations can be described as definitional and prescriptive. These standards relied on quantitatively reportable information that defined the characteristics of a "good" institution. In most areas, these characteristics were implicitly determined by what the "best" institutions did, how the "best" institutions were organized, and what the "best" institutions offered.

The major departure from the definitional-prescriptive approach came in the 1930s when the mission-objective concept was implemented. In 1929, the North Central Association's Committee on the Revision of Standards proposed that an institution should be judged not on the basis of a series of fixed characteristics but in terms of the purposes that it seeks to serve and the total pattern that it presents as an institution of higher education. With this model, the concept of accreditation changed from a process primarily of assessment to one that also stimulated institutions to undertake and continue improvements. Accreditation thereby acquired a dual function: quality assessment and quality enhancement. With this development, the analytic self-study gained new importance, as did the role of the visiting team as a group of peer consultants. Over a relatively short period of time, the mission-objective approach was adopted by all the regional associations and gained considerable ground with the specialized associations as well. This has made accreditation more relevant to institutions and more in tune with their circumstances and needs.

In the past several years the accreditation process has again experienced a transformation. The adequacy of resources, or inputs, no longer dominates assessments as it once did. Now, institutions and accrediting bodies alike recognize the importance of assessing the adequacy of outcomes. While it is true that outcomes are notoriously difficult to measure and vary according to an institution's mission, the fact that this dimension of educational quality and integrity is now being actively considered significantly strengthens the accreditation process.

While there have been continuous improvements in the accreditation process, difficulties remain. Many of these difficulties concern the collection of data and lack of standard terminology. Collecting and reporting quantitative data are an important part of the self-study and review process and are an annual reporting requirement used by most accrediting agencies. However, different accrediting organizations often identify and define these data terms independently of each other. Moreover, the data categories and definitions utilized vary among organizations and often depart from commonly accepted terminology used elsewhere in postsecondary education. This only exacerbates the duplication of effort typically encountered in the assessment process. Many institutions are involved in multiple accreditation activities in any given year. Indeed, some institutions have even been involved in ten or more at one time. As factors and information utilized in assessments become increasingly varied, the burden of preparation experienced by institutions becomes magnified and, in many cases, unmanageable. The potential for misinterpreting data gathered and presented in the self-study now represents a severe problem. The lack of standard data definitions and categories almost inevitably results in flawed communication between the providers of this information and its recipients or interpreters.

To improve the quality of postsecondary education at both the national and local levels and to further strengthen the current review and accreditation process, the constituent assemblies of COPA—the Assembly of Specialized Accrediting Bodies, the Assembly of Institutional Accrediting Bodies, and the Assembly of National Postsecondary Educational Organizations—are taking steps to overcome some of these inherent problems. Because no one step can simultaneously and instantaneously address the problems identified, improvements will necessarily result from an evolutionary and multifaceted process. The three Assemblies, however, have indicated that a fundamental element of this process is the preparation of a set of recommendations regarding data collection and reporting to support and facilitate accrediting activities.

Different accrediting bodies have different standards and assign varying degrees of importance to the factors considered in the accreditation process. Some bodies have their own unique requirements. Nevertheless, all self-studies and subsequent external reviews are expected to assess thoroughly "what is" as a prelude to considering "what should be." To conduct any self-assessment and to communicate an accurate sense of the current state of the institution or program, information is inevitably needed about students, faculty, finance, facilities and other resources, and curricula. In the case of specialized accreditation, information about professional requirements is also necessary.

By constructing a basic set of data encompassing these areas, the data needs of the individual accrediting bodies that make up the assemblies of COPA can be accommodated. Developing such data sets would remove one of the factors inhibiting interassociation cooperation and lessen the burden of multiple accreditation activities experienced by individual institutions.

Before continuing, a clear understanding of the difference between data and information is needed. Being the direct result of observation or measurement, *data* are the raw facts from which information can be constructed. *Information*, on the other hand, consists of data that have been selected, combined, and put into a form that conveys to a given recipient some useful knowledge upon which to base action. The quality of data is determined by the validity, accuracy, and reliability of the measurement process used in data collection. The quality of information is determined as much by its relevance, timeliness, and acceptability to potential users as it is by its derivation from high-quality data (Jones 1982).

Having identified the need for improved data collection and reporting, COPA and its constituent assemblies recognized that the research and data capacities available at the National Center for Higher Education Management Systems (NCHEMS) would contribute to a solution. With funding from The Ford Foundation, COPA and NCHEMS have collaborated in the development of a "lingua franca" for accreditation data collection—that is, a common set of data categories and definitions to be drawn upon when specifying reporting requirements. The terminology used in building this common set of data categories is considered standard in other areas of the postsecondary community. For example, the definitions given are the ones also used by the National Center for Education Statistics (NCES) and the National Association of College and University Business Officers (NACUBO).

The intent of the joint COPA/NCHEMS project is to facilitate more effective use of accreditation, thereby reinforcing institutional commitment to the integrity, quality, and cohesiveness of educational programs. Among the anticipated benefits of this project are the following:

1. Institutional and program-level administrators will receive better guidance regarding factors to consider in the self-study process and a more explicit indication of some of the factors to be considered by the external review team.

2. Assuming that the recommendations are followed, members of the external review team will have available to them the set of data they need to make their evaluations and reports more productive and accurate.

3. The data-production burden on the institution can be lessened. A college or university will still have to generate the data required by each accrediting body, but the availability of common (and commonly used) data categories and definitions can ease considerably the burden imposed.

4. Development of common data bases will facilitate interagency cooperation among specialized and institutional accrediting bodies. Specifically, common data bases will enable:
    a. Specialized accrediting bodies, with institutional concurrence, to plan joint or related sequential visits
    b. Specialized accrediting bodies to develop cooperative visits and assessments with institutional accrediting associations
    c. Regional accrediting bodies to improve assessment of interregional, off-campus programs and branches of parent institutions

5. Development of common data bases will also enable institutions, in cooperation with accrediting bodies, to phase accrediting visits with institutional self-study and planning cycles, thus internalizing and integrating the process with institu-

tional research and planning needs. This will help promote peer-group consultations and accreditation assessments as integral and complementary components of an institution's own program of self-evaluation and improvement. It may also lead to reduction in the total costs of planning and accreditation.

6. The project will help provide indicators appropriate to forming evaluative judgments.
7. It may also prompt a fruitful reassessment of the relevance and validity of some accrediting standards, essentials, or criteria.

Potential Users

A common set of data categories and definitions employed in the accreditation process has significant potential use for several groups. A brief list of the immediate beneficiaries includes:

- Staff of institutional and specialized accrediting agencies
- Employees of institutions engaged in compiling data for self-studies or for periodic reporting to accrediting agencies
- Administrators concerned with monitoring the quality of their institutions and programs on an ongoing basis
- States involved in their own planning and evaluation

Development Process

In the fall of 1983, The Ford Foundation funded a joint project between COPA and NCHEMS to develop a common data base for the support of institutional and programmatic self-studies and accreditation activities. The project also was to seek agreement among accreditation agencies to utilize the recommended data. The Project Steering Committee, composed of representatives of both institutional and specialized accrediting bodies as well as researchers and representatives of educational associations, was named to aid in the development of the data base. The membership of the committee was as follows:

Robert Glidden (Chair)
Florida State University

Virginia O. Allen
New York State Board of Nursing

Milton R. Blood
American Assembly of Collegiate Schools of Business

Doran Christensen
Tennessee Technological University

Charles M. Cook
New England Association of Schools and Colleges

Elaine El-Khawas
American Council on Education

Robert Kirkwood
Middle States Association of Colleges and Schools

Sidney Micek
Syracuse University

Robert B. Parks
American Medical Association

Allan O. Pfnister
University of Denver

James M. Phillips
Association of Independent Colleges and Schools

Julianne Still Thrift
National Institute of Independent Colleges and Universities

Kenneth W. Tidwell
Southern Association of Colleges and Schools

In addition, James A. Hyatt of the National Association of College and University Business Officers (NACUBO) and Meredith Ludwig of the American Association of State Colleges and Universities (AASCU) served as ex-officio members of the committee.

The development process succeeded in eliciting and incorporating the views and suggestions of many interested parties. At the beginning of the project, a request for self-study guides, accreditation standards, and reporting requirements was sent to all recognized accrediting bodies. Responses were received from almost all of these organizations. Based on a thorough review of the materials, NCHEMS staff produced a preliminary outline of this document; it was reviewed at the first meeting of the Project Steering Committee, held in Washington, D.C., on November 16 and 17, 1983. During this meeting, numerous recommendations were made for changing some of the data categories. The draft outline was revised in accordance with these recommendations.

The revised outline was then presented to institutional and specialized accrediting bodies at regional meetings held in Chicago, New York, and Washington, D.C., on February 15, 16, and 17, 1984, respectively. In total, representatives from 33 accrediting bodies attended these gatherings.

After the regional meetings, the outline was again revised, incorporating the suggestions made by the accrediting bodies. Another draft of the document was presented at the second Project Steering Committee meeting on March 28 and 29, 1984, in Washington, D.C. After further changes were made, the draft was presented at the third committee meeting in Washington, D.C., on June 26 and 27, 1984. The document was then sent to the accrediting bodies for extensive review. This final document reflects many of the suggestions made by the accrediting bodies.

Overview of the Document and Its Organization

The purpose of this document is to provide a set of recommendations regarding data collection and reporting to support and facilitate the accreditation process. This first chapter has described the project and provided background information on why this effort was needed.

The next chapter offers a conceptual overview of the different kinds of data that collectively serve to describe an institution or program of postsecondary education.

The third chapter presents a listing of data-base items. These items fall into four major categories: program or institutional descriptors; resources; utilization of resources; and outcomes. Many of these items are appropriate for evaluating either an institution or a program, but the unit of analysis may vary. The fourth chapter provides definitions commonly used in postsecondary education for each of the data elements.

The fifth chapter provides data collection formats that illustrate for institutions appropriate ways of combining the data items listed in chapters 2 and 3. Also included are indicators that can be utilized by institutions in developing trends and ratios to monitor changes in significant aspects of an institution's condition and functioning. The sixth chapter provides similar data collection formats and indicators for programs.

Whether an accrediting body uses a particular data item will depend entirely on the accrediting body's *own* criteria and evaluative standards. However, once the concept of a common data base is operational, participating institutions should be able to satisfy most *quantitative* data requests from either institutional or specialized accrediting bodies with minimal effort. Such information will not only assist institutions in their annual report or self-study activities but should also provide them with current and readily accessible information about institutional or program health.

Chapter 2
Conceptual Schema

General Approach

As recounted in the previous chapter, the purpose of accreditation is to assess and enhance the quality of educational institutions and programs. To accomplish this, certain data are needed, yet they can vary according to circumstance, the purpose of the self-study, and institutional or program mission. How does one choose the data? What tests does one apply? These are some of the questions that the COPA/NCHEMS project will help accrediting bodies and institutions answer.

Within the context of postsecondary education, quality is determined by the achievement of appropriate educational objectives and the effective utilization of resources. An institution or program with confused or unclear objectives, one that does not know what it is trying to accomplish, has no clear basis for assessing what it is doing or how it might improve. In turn, however, an institution or program with clear and appropriate objectives but without the resources to achieve them, or with resources utilized inappropriately, is also deficient in quality. As Richard Millard (1983) notes:

> If the objectives are clear, then three questions arise: Are the resources adequate to achieve those objectives? Are the resources used in a way that is conducive to achieving the objectives? Have students who completed the program achieved the objectives? [P. 23]

Although Millard is speaking of specialized accreditation, the questions he poses are equally pertinent to institutional accreditation. Moreover, these questions provide a conceptual framework for organizing the data used to support the accreditation process. Data contribute to accreditation and self-assessment if they:

- Identify and describe the *institution* or *program*
- Describe the *resources* available

- Describe the *utilization* of those resources
- Indicate the *outcomes* achieved

This framework will be used in the balance of this document. In chapters 3 and 4, individual *data* items are organized according to this schema. Following this same framework, chapters 5 and 6 offer suggestions for combining these data items to provide useful *information* for assessing quality. Chapter 5 provides information for institutions, and chapter 6 for programs. The balance of this chapter elaborates the kinds of data and information encompassed within each of these major categories.

Basic Descriptors

Basic, contextual data are needed to identify the entity being accredited, be it an institution or a subunit within an institution (school, college, specific program), and to locate it along various common scales. For example, when describing institutions, it is common to identify broad missions of the institution, type of control (public, private, or other), admission requirements, and so forth. For specialized accreditation, program characteristics such as (separate) admission requirements, distribution requirements, and maximum size of the program are common descriptors. Because descriptors of institutions are generally different from those of programs, this catgeory is subdivided into two components:

- Institutional Descriptors
- Program/Subunit Descriptors

Resources

At one time accreditation standards were written almost entirely in terms of the quality of resources available. Standards currently reflect a much better balance between resources (and their utilization) and the outcomes of the educational process. This shift in emphasis, however, in no way negates the need to assess the quality of assets or resources available in either institutional or specialized accreditation. It is important to have data that help assess the quality of the following kinds of resources:

- Faculty and Staff
- Facilities
- Equipment
- Collections—of books and other related material
- Computing
- Finances
- Students

The proposed data items provide a basis for assessing only the resource itself, *not* the extent to which it is effectively utilized to achieve stated objectives. Descriptors of faculty members (race, sex, appointment status) are included here, for example, while data about the allocation of faculty to various programs (instruction, research) are encompassed within the next category, resource utilization. The distinction is important and goes beyond the classification of data items. The resource and resource-utilization categories represent two quite different kinds of administrative actions at an institution. On the one hand, administrators are responsible for creating—and maintaining—a set of important institutional assets (faculty, physical plant, and student body). On the other hand, they are responsible for effectively using these resources to achieve desired ends. There is every reason to keep these two dimensions of assessment different; distinctions in the kinds of data required follow naturally.

Resource-Utilization Descriptors

This general category can be approached from two quite different perspectives—that of the institution (or subunit) being accredited and that of the student body. From the institutional perspective, the question is one of resource allocation: How many FTE faculty are allocated to major functions (instruction, research, administration)? What financial resources are allocated to different programs or organizational units? From the student perspective, the question is the extent to which institutional and program resources are drawn upon by the student body. For example, what is student demand for courses offered in the various disciplines, for counseling and other student services, and for the various majors offered by the institution?

Some observations are in order regarding this category of data items. First, resource allocation and resource utilization typically involve different temporal frames of reference. For instance, to determine the allocation of resources, a certain point in time must be described. An analogy would be the balance sheet for an institution: a snapshot must be taken at one point in time to report assets and liabilities. To determine the utilization of resources, however, one must specify a period of time, usually an academic term or a fiscal year. Here a useful analogy would be the revenue and expenditure statement for the enterprise. When collecting utilization or allocation data, it is critical, then, to specify the time period involved.

Second, when collecting data about the allocation or utilization of resources, it is often useful to think in two-dimensional (matrix) terms, with resource categories placed along one dimension and the categories (functions, units) to which the resources are allocated placed along the second dimension. For example,

Function	Allocation of Faculty*
Instruction	
Advising	
Research	
Public Service	
Academic Support	
Other	

*Entries are full-time equivalents (FTEs)

The matrix format also provides a useful way of evaluating the demands placed by different kinds of students on different institutional services.

Function	Students by Major*
Institutional Services by Discipline	

*Entries are student credit hours

To support subsequent analytic uses of the data, it is imperative that allocation and utilization data are collected using a common set of categories. For example, it makes little sense to divide FTE students by anything but FTE *instructional* faculty. It is critical that both the numerator and the denominator reflect the same unit of analysis. In that regard it is useful to think in terms of the following example:

Function	Students Placing Demands*	Personnel**	Resources Allocated
Instruction			$
Research			
Public Service			
Academic Support			
Student Service			
Institutional Administration			
Physical Plant Operations			
Student Financial Support			
Independent Operations			

*Student credit hour demands
**FTEs allocated

As noted earlier, the numerator and denominator must reflect the same period of time. It is nonsensical, if not managerially destructive, to divide student credit hours or student demand based on an academic term into costs of instruction for the entire fiscal year.

Outcomes

A final yet increasingly important category of data describes institutional or programmatic outcomes. It concerns the consequences of utilizing resources in particular ways. Taken in the broadest context, outcomes can be defined as "changes of state" for any of the resource entities identified above. For example, a change over the course of a year in the quality of the faculty can be legitimately viewed as an outcome. For accreditation purposes, however, it is appropriate to focus attention on *student* outcomes. Outcomes can be viewed as having four dimensions:

- Knowledge Outcomes. Understanding of general or specific facts, processes, theories, and methodologies.
- Skill Outcomes. Attainment of academic, communication, leadership/interpersonal, vocational, and other types of skills.
- Values/Beliefs. Development of affective characteristics appropriate to a graduate of the institution or program.
- Relationships. Achievement of a particular status or relationship with an external body. Examples of external bodies are:
  - Certification/licensing body
  - Another educational institution
  - Employer
  - Society in general

The first three classes of outcomes can be assessed either through some type of competency test or through opinions (such as an employer attesting that graduates have certain skills). The last category is a behavioral set and can be assessed more directly, it being easier to measure the fact of employment than the possession of complex skills or knowledge.

It also should be noted that outcomes are the flip side of objectives. Objectives are statements of desired outcomes; outcomes are the "actual" measures along the same dimension. Because objectives legitimately differ among institutions and programs, there is only a relatively small set of outcome measures that can be viewed as common. As a result, this document limits its discussion of outcomes to frequently used data items. Readers interested in a much more extensive treatment of the various categories of outcomes and their measurement are referred to Astin (1977), Bowen (1977), Chickering (1969), Ewell (1983 and 1984), and Pace (1979).

In summary, the structure being utilized in the rest of the document is as follows:

- I. Basic Descriptors
  - A. Institutional Descriptors
  - B. Program/Subunit Descriptors
- II. Resource Descriptors
  - A. Faculty and Staff
  - B. Facilities
  - C. Equipment
  - D. Collections
  - E. Computing
  - F. Financial
  - G. Students
- III. Resource-Utilization Descriptors
  - A. Resource-Allocation Measures
  - B. Student Demand for Programs and Services
- IV. Outcomes
  - A. Institutional Outcomes
    - 1. Knowledge
    - 2. Skills
    - 3. Values/Beliefs
    - 4. Relationships
  - B. Program Outcomes
    - 1. Knowledge
    - 2. Skills
    - 3. Values/Beliefs
    - 4. Relationships

Chapter 3
Detailed Data Structure

- I. Basic Descriptors
  - A. Institutional Descriptors
    - 1. Type of Institution
      - a) Baccalaureate or Higher
        - (1) Doctoral-Granting
          - (a) Without a Medical School
          - (b) With a Medical School
        - (2) Comprehensive
          - (a) Without a Medical School
          - (b) With a Medical School
        - (3) General Baccalaureate
        - (4) Specialized
      - b) Two-Year
      - c) Less than Two-Year (Noncollegiate)
        - (1) Allied Health
        - (2) Arts and Design
        - (3) Business/Commerce
        - (4) Cosmetology/Barber
        - (5) Flight
        - (6) Hospital
        - (7) Technical
        - (8) Trade
        - (9) Vocational/Technical
        - (10) Other

2. Institutional Control/Legal Entity
    a) Public
        (1) Federal
        (2) State
        (3) Local
    b) Private
        (1) Organized as Profit Making
        (2) Organized as Nonprofit
    c) Other
3. Calendar
    a) Quarter
    b) Semester
    c) Trimester
    d) 4-1-4 Plan
    e) Continuous Term
4. Accreditation of the Institution or Its Programs
    a) Institutional Accrediting Bodies
        (1) National
        (2) Regional
    b) Professional and Specialized Accrediting Bodies
5. Level of Degree/Diploma/Certificate Awarded
    a) Postsecondary Certificate or Diploma (less than one year)
    b) Postsecondary Certificate or Diploma (one but less than four years)
    c) Associate's Degree (two years or more)
    d) Bachelor's Degree
    e) Master's Degree
    f) First-Professional Degree
    g) Doctoral Degree
6. Normal Full-Time Academic Load
7. Student Charges
    a) Tuition
    b) Required Fees
    c) Room and Board
8. Admissions Requirements
    a) Completion of Specified Level of Requisite Instruction
    b) Standardized Test Scores
    c) Rank in Class
9. Programs Offered by the Institution
    a) By Field
    b) By Degree Level

B. Program/Subunit Descriptors
- 1. Program Content
  - a) Required Major Courses
  - b) Required Other Courses
  - c) Elective Courses
- 2. Unit of Measure
  - a) Student Credit Hour (SCH)
  - b) Student Contact Hour
- 3. Program Admissions Requirements
  - a) Completion of Specified Level of Requisite Instruction
  - b) Standardized Test Scores
  - c) Rank in Class
  - d) Other
- 4. Residence/Externship or Clinical Requirements
- 5. Program Capacity
- 6. Program Sponsorship
  - a) Single Institution
  - b) Consortium
- 7. Number of Clinical Sites

II. Resource Descriptors

A. Faculty/Staff Descriptors
- 1. Race/Ethnic Identification
  - a) Black, Not of Hispanic Origin
  - b) Hispanic
  - c) Asian or Pacific Islander
  - d) American Indian or Alaskan Native
  - e) White, Not of Hispanic Origin
  - f) Nonresident Alien
- 2. Sex
  - a) Male
  - b) Female
- 3. Appointment Status
  - a) Full-Time
  - b) Part-Time
- 4. Type of Appointment
  - a) Regular Employee
  - b) Adjunct
  - c) Visiting

5. Type of Position
   - a) Executive/Administrative/Managerial Professionals
   - b) Instruction/Research Professionals
   - c) Specialist/Support Professionals
   - d) Technical Employees
   - e) Office/Clerical Employees
   - f) Crafts and Trades Employees
   - g) Service Employees
6. Faculty-Rank Titles
   - a) Professor
   - b) Associate Professor
   - c) Assistant Professor
   - d) Instructor
   - e) Lecturer
   - f) Graduate Research Associate/Assistant
   - g) Graduate Teaching Associate/Assistant
   - h) Undesignated Rank
7. Tenure Status
   - a) Tenure-Track
     - (1) Tenured
     - (2) Nontenured
   - b) Contractual
8. Educational Credential
   - a) No Academic Credential
   - b) High School Diploma or Equivalent
   - c) Postsecondary Certificate or Diploma (less than one year)
   - d) Postsecondary Certificate or Diploma (one but less than four years)
   - e) Associate's Degree
   - f) Bachelor's Degree
   - g) Master's Degree
   - h) First-Professional Degree
   - i) Doctoral Degree
9. Professional Certificate/License/Other Credential

B. Facility Resources
   1. Building
      - a) Size
      - b) Age/Construction Date
      - c) Replacement Cost
      - d) Ownership
      - e) Condition

    2. Rooms
        a) Size
        b) Room Type
            (1) Classroom
            (2) Class Laboratory
            (3) Special-Class Laboratory
            (4) Individual-Study Laboratory
            (5) Nonclass Laboratory
            (6) Office Facility
            (7) Study Facility
            (8) Special-Use Facility
            (9) General-Use Facility
            (10) Support Facility
            (11) Health-Care Facility
            (12) Residential Facility
        c) Station
C. Equipment
    1. Book Value
    2. Replacement Cost
    3. Dollar Value
D. Collection Resources
    1. Physical Unit
    2. Volume
    3. Title Count
    4. Format of Collection Resources
        a) Print and Other Textual Materials
        b) Audiovisual Materials
    5. Distribution
    6. Acquisitions
E. Computing Resources
F. Financial Resources
    1. Assets
        a) Cash
        b) Investments
        c) Accounts Receivable
        d) Notes Receivable
        e) Undrawn Appropriations
        f) Inventories
        g) Prepaid Expenses and Deferred Charges
        h) Institutional Plant
        i) Interfund Borrowing Due from Other Funds

2. Liabilities
   a) Accounts Payable and Accrued Liabilities
   b) Notes, Bonds, and Mortgages Payable
   c) Deposits
   d) Deferred Revenues/Credits
   e) Amounts Due to Other Fund Groups
3. Owner Equity

G. Student Descriptors/Characteristics
   1. Delimiter or Unit of Analysis
      a) Applicant
      b) Acceptance
      c) Enrollee
   2. Race/Ethnic Identification
      a) Black, Not of Hispanic Origin
      b) Hispanic
      c) Asian or Pacific Islander
      d) American Indian or Alaskan Native
      e) White, Not of Hispanic Origin
      f) Nonresident Alien
   3. Sex
      a) Male
      b) Female
   4. Age Ranges
      a) Under 18 Years
      b) 18-19 Years
      c) 20-21 Years
      d) 22-24 Years
      e) 25-29 Years
      f) 30-34 Years
      g) 35-39 Years
      h) 40-49 Years
      i) 50-64 Years
      j) 65 Years and Over
   5. Enrollment Status
      a) Full-Time
      b) Part-Time

6. Level
    - a) Undergraduate
        - (1) First-Time Freshman
        - (2) Other First-Year Student
        - (3) Second-Year Student or Sophomore
        - (4) Third-Year Student or Junior
        - (5) Fourth-Year Student and Beyond, or Senior
    - b) First-Professional
        - (1) First-Time
        - (2) Other First-Professional
    - c) Graduate
        - (1) First-Time
        - (2) All Other Graduates
    - d) Unclassified
        - (1) Undergraduate
        - (2) Postbaccalaureate

7. Geographic Origin
    - a) In-District
    - b) In-State but Out-of-District
    - c) In-State
    - d) Out-of-State
    - e) Foreign

8. Citizenship
    - a) United States Citizen
    - b) Foreign National

9. Educational Credential
    - a) No Academic Credential
    - b) High School Diploma or Equivalent
    - c) Postsecondary Certificate or Diploma (less than one year)
    - d) Postsecondary Certificate or Diploma (one but less than four years)
    - e) Associate's Degree
    - f) Bachelor's Degree
    - g) Master's Degree
    - h) First-Professional Degree
    - i) Doctoral Degree

10. Type of Student, As Defined by Objective
    - a) Degree Seeking
    - b) Non-Degree Seeking

11. Award/Degree Sought
    - a) Postsecondary Certificate or Diploma (less than one year)
    - b) Postsecondary Certificate or Diploma (one but less than four years)
    - c) Associate's Degree
    - d) Bachelor's Degree
    - e) Master's Degree
    - f) First-Professional Degree
    - g) Doctoral Degree
12. Aptitude
    - a) Scores on Standardized Tests
    - b) High School Rank

III. Resource-Utilization Descriptors
- A. Resource-Allocation Measures
  - 1. Faculty/Staff Allocation
    - a) Full-Time Equivalent (FTE)
    - b) Faculty Contact Hours
    - c) Faculty/Staff FTE Assignment
    - d) Allocation to Programs
  - 2. Financial Resources
    - a) Revenues
      - (1) Tuition and Fees
      - (2) Governmental Appropriations
      - (3) Governmental Grants and Contracts
      - (4) Private Gifts, Grants, and Contracts
      - (5) Endowment Income
      - (6) Sales and Services of Educational Activities
      - (7) Sales and Services of Auxiliary Enterprises
      - (8) Sales and Services of Hospitals
      - (9) Other Sources
      - (10) Transfers from Other Funds
      - (11) Independent Operations
    - b) Current Funds Expenditures and Transfers by Function
      - (1) Educational and General Expenditures
      - (2) Mandatory Transfers
      - (3) Nonmandatory Transfers
      - (4) Auxiliary Enterprises
      - (5) Hospitals
      - (6) Independent Operations
  - 3. Merit-Based Student Assistance
    - a) Type of Awards
    - b) Number of Awards
    - c) Amount of Awards

- B. Student Demand for Programs and Services
  - 1. Demand for Instructional Services
    - a) Student Credit Hour (SCH)
    - b) Student Contact Hour
    - c) Full-Time Equivalent
    - d) Headcount Enrollment
    - e) By Course Level
    - f) By Major
  - 2. Demand for Student Services
- IV. Outcomes
  - A. Institutional Outcomes
    - 1. Knowledge
    - 2. Skills
    - 3. Values/Beliefs
    - 4. Relationships/Behavioral Measures
      - a) Degree/Diploma/Certificate Granted
      - b) Average Length of Time to Degree
      - c) Year-to-Year Retention
      - d) Academic Delinquency Rates
      - e) Alumni Follow-Up/Satisfaction
      - f) Grade Distributions
      - g) Occupations of Graduates
  - B. Program Outcomes
    - 1. Knowledge
    - 2. Skills
    - 3. Values/Beliefs
    - 4. Relationships/Behavioral Measures
      - a) Number of Graduates in Specified Employment Settings including further education)
      - b) Occupation of Graduates
      - c) Average Length of Time to Degree
      - d) Percent of Graduates Passing Licensing/Certification/Registering Exams on First Attempt
      - e) State Board Exam—Mean Score of Graduates
      - f) Year-to-Year Retention
      - g) Academic Delinquency Rates
      - h) Leaver
        - (1) With Skills
        - (2) Without Skills

i) Alumni Follow-Up/Satisfaction
j) Employer Follow-Up/Satisfaction
k) Average Credit Hours Earned in Major
l) Grade Distribution
m) Number and Dollars of Research Grants or Contracts Applied For/Received
n) Membership Status in Professional Societies
o) Honors and Awards

Chapter 4
Data Definitions

This chapter provides definitions of the data items listed in chapter 3. Some of the data items and definitions are repeated in several places in the chapter; for example, race/ethnic categories are defined in the faculty section and again in the student section. This duplication occurs in order to make the document easy to use, that is, in order to keep the terms appropriate to faculty together, those appropriate to students together, and so forth.

In selecting definitions for the data elements, every effort has been made to utilize definitions used by authoritative sources. As a result, heavy reliance has been placed on the National Association of College and University Business Officers (NACUBO) for definitions of finance-related terms, on the American National Standards Institute (ANSI) for library-related terms, and on the National Center for Education Statistics (NCES) for definitions pertinent to a wide variety of other data items.

It is recognized that the various professions and associated accrediting agencies use different terminologies to refer to essentially the same phenomena. Users are encouraged to use the "labels" and terminologies most appropriate to their fields while, at the same time, using the commonly accepted categorization schemes and definitions.

I. Basic Descriptors

A. Institutional Descriptors

1. Type of Institution.

a) **Baccalaureate or Higher.** Institutions or subsidiary elements whose primary purpose is the provision of postsecondary education and that confer at least a baccalaureate or higher degree in one or more programs. The categories within this group are characterized by type of award, number of programs, and number of awards conferred.

(1) **Doctoral Granting.** Characterized by a significant level of activity in and commitment to doctoral-level education as measured by the number of doctorate recipients and the diversity in doctoral-program offerings. These institutions must grant a minimum of 30 doctoral-level degrees in three or more doctoral-level program areas on an annual basis. Included in the counts of doctorate degrees are the first-professional (M.D., D.D.S., D.O., D.V.M.).

(a) Without a Medical School. Institutions that meet the criteria for doctoral-granting institutions but do not grant any of the following first-professional degrees: M.D., D.D.S., D.O., or D.V.M.

(b) With a Medical School. Institutions that meet the criteria for doctoral-granting institutions and that grant any of the following first-professional degrees: M.D., D.D.S., D.O., or D.V.M.

(2) **Comprehensive.** Characterized by a strong, diverse postbaccalaureate program (including first-professional) but not engaged in significant doctoral-level education. Specifically, this category includes institutions not considered specialized schools in that the number of doctoral-level degrees granted is less than 30 or in that fewer than three doctoral-level programs are offered. In addition, these institutions must grant a minimum of 30 postbaccalaureate degrees and grant degrees in three or more postbaccalaureate programs.

(a) Without a Medical School. Institutions that meet the criteria for doctoral-granting institutions but do not grant any of the following first-professional degrees: M.D., D.D.S., D.O., or D.V.M.

(b) With a Medical School. Institutions that meet the criteria for doctoral-granting institutions and that grant any of the following first-professional degrees: M.D., D.D.S., D.O., or D.V.M.

(3) **General Baccalaureate.** Characterized by their primary emphasis on general undergraduate, baccalaureate education. They are not significantly engaged in postbaccalaureate education. Included are institutions not considered specialized institutions and in which the

number of postbaccalaureate degrees granted is less than 30 or in which fewer than three postbaccalaureate-level programs are offered, but that grant baccalaureate degrees and grant degrees in three or more baccalaureate programs. Additionally, over 25 percent of the degrees granted must be at the baccalaureate level or above.

(4) **Specialized.** These baccalaureate or postbaccalaureate institutions are characterized by a programmatic emphasis in one area (plus closely related specialties). The programmatic emphasis is measured by the percentage of degrees granted in the program area. An institution granting over 60 percent of its baccalaureate degrees in one program area, or granting over one-half of its degrees in one program area and granting degrees in fewer than five baccalaureate programs, is considered a specialized institution. These schools include divinity, medical, other health, engineering, business and management, fine arts, law, education, and U.S. service schools.

b) **Two-Year.** Institutions or subsidiary elements whose primary purpose is the provision of postsecondary education and that confer at least a two-year formal award (certificate or associate degree) or have a two-year program in one or more program areas. These institutions cannot award a baccalaureate degree.

c) **Less than Two-Year Award (Noncollegiate).** Institutions or subsidiary elements whose primary purpose is the provision of postsecondary education and whose programs are less than two years in duration. These institutions offer, at a minimum, one program that results in a terminal occupational award or is creditable toward a formal two-year or higher award. The categories in this group are characterized by the nature of the programs offered.

(1) Allied Health. Institutions (other than a hospital) offering programs in paraprofessional health or medical fields.

(2) Arts and Design. Offer programs in performing arts, creative design, photography, and broadcasting.

(3) Business/Commerce. Offer programs in business occupations.

(4) Cosmetology/Barber. Offer programs in hairstyling for men and/or women and in the care and beautification of hair, complexion, and hands.

(5) Flight. Offer programs for training as aircraft mechanic, commercial pilot, or in other technical fields related to aviation.

(6) Hospital. Offer programs in paraprofessional health or medical fields.

(7) Technical. Offer programs in the technologies at a level above the skilled trades and below the professional level.

(8) Trade. Offer programs in trades or crafts.

(9) Vocational/Technical. Offer a wide variety of occupational programs or clusters of programs.

(10) Other. Schools or institutions not classified in any of the above groups.

2. **Institutional Control/Legal Entity.** The constituency to which the institution has primary legal responsibility.

a) **Public.** Control of policy and funding originates directly or indirectly from a constitutionally defined form of government. The following subcategories generally are used:

(1) Federal.

(2) State.

(3) Local. Territorial, school district, county, township, and city.

b) **Private.** Control of policy and funding originates primarily from a nongovernmental entity. The following subcategories generally are used:

(1) Organized as Profit Making.

(2) Organized as Nonprofit.

(a) Independent

(b) Affiliated with a Religious Group

(c) Other. Control of policy and funding originates from a combination of governmental and nongovernmental entities.

3. **Calendar.** The method by which the institution structures most of its courses for the academic year. The following divisions are typical:

a) **Quarter.** An academic year consisting of three quarters of about 12 weeks each. The ranges may be from 10 to 15 weeks. There may be an additional quarter in the summer.

b) **Semester.** An academic year consisting of two semesters during the typical academic year, with about 16 weeks for each semester of instruction. There may be an additional summer session.

c) **Trimester.** An academic year consisting of three terms of about 15 weeks each.

d) **4-1-4 Plan.** The 4-1-4 calendar consists of four courses taken for four months, one course taken for one month, and four courses taken for four months. There may be an additional summer session.

e) **Continuous Term.** The continuous calendar has no starting or ending date and allows students to enroll in courses at any time.

4. **Accreditation of the Institution or Its Programs.**

a) **Institutional Accrediting Bodies.**

(1) National.

(a) Commission on Accrediting; American Association of Bible Colleges

(b) Accrediting Commission; Association of Independent Colleges and Schools

(c) Accrediting Commission; National Association of Trade and Technical Schools

(d) Accrediting Commission; National Home Study Council

(2) Regional.

(a) Commission on Higher Education; Middle States Association of Colleges and Schools

(b) Commission on Institutions of Higher Education; New England Association of Schools and Colleges

(c) Commission on Vocational, Technical, Career Institutions; New England Association of Schools and Colleges

(d) Commission on Institutions of Higher Education; North Central Association of Colleges and Schools

(e) Commission on Colleges; Northwest Association of Schools and Colleges

(f) Commission on Colleges; Southern Association of Colleges and Schools

(g) Commission on Occupational Education Institutions; Southern Association of Colleges and Schools

(h) Accrediting Commission for Community and Junior Colleges; Western Association of Schools and Colleges

(i) Accrediting Commission for Senior Colleges and Universities; Western Association of Schools and Colleges

b) **Professional and Specialized Accrediting Bodies.**

(1) Engineering Accreditation Commission; Technology Accreditation Commission; Accreditation Board for Engineering and Technology

(2) Board of Commissioners; Accrediting Bureau of Health Education Schools

(3) Accrediting Commission on Education for Health Services Administration

(4) Accreditation Council; American Assembly of Collegiate Schools of Business

(5) Council on the Section of Legal Education Admissions to the Bar; American Bar Association

(6) Accreditation Committee; American Council for Construction Education

(7) Accrediting Council on Education for Journalism and Mass Communication

(8) American Council on Pharmaceutical Education

(9) Commission on Dental Accreditation; American Dental Association

(10) Commission on Accreditation; American Dietetic Association

(11) Council for Professional Development; American Home Economics Association

(12) Committee on Accreditation; American Library Association

(13) Council on Optometric Education; American Optometric Association

(14) Committee on Colleges; Bureau of Professional Education; American Osteopathic Association

(15) Commission on Accreditation in Education; American Physical Therapy Association

(16) Council on Podiatric Medical Education; American Podiatry Association

(17) Committee on Accreditation; American Psychological Association

(18) Landscape Architectural Accreditation Board; American Society of Landscape Architects

(19) Educational Standards Board; American Speech-Language-Hearing Association

(20) Council on Education; American Veterinary Medical Association

(21) Accreditation Commission; Association of Advanced Rabbinical and Talmudic Schools

(22) Accreditation Committee; Association of American Law Schools

(23) Commission on Accrediting; Association of Theological Schools in the United States and in Canada

(24) Committee on Allied Health Education and Accreditation; American Medical Association

(25) Commission on Accreditation; Council on Chiropractic Education

(26) Council on Education for Public Health

(27) Commission on Standards and Accreditation; Council on Rehabilitation Education

(28) Commission on Accreditation; Council on Social Work Education

(29) Committee on Accreditation; Foundation for Interior Design Education Research

(30) Liaison Committee on Medical Education; Council on Medical Education; American Medical Association

(31) National Architectural Accrediting Board

(32) Commission on Accreditation; National Association of Schools of Art and Design

(33) Commission on Undergraduate Studies; Commission on Graduate Studies; Community/Junior College Commission; and Commission on Non-Degree Granting Institutions; National Association of Schools of Music

(34) National Council for Accreditation of Teacher Education

(35) Board of Review for Baccalaureate and Higher Degree Programs; Board of Review for Associate Degree Programs; Board of Review for Diploma Programs; and Board of Review for Practical Nursing Programs; National League for Nursing

(36) Committee on Accreditation; Society of American Foresters

5. **Level of Degree/Diploma/Certificate Awarded.** The highest award or title conferred on an individual for the completion of a program or course of study. The following classifications are most often used:

   a) **Postsecondary Certificate or Diploma (less than one year).** An award granted for completion of a program that is completed in less than one academic year (two semesters or three quarters) by a student enrolled full time, as "full time" is defined by the reporting institution, regardless of how long the student has attended the institution.

   b) **Postsecondary Certificate or Diploma (one but less than four years).** An award granted for completion of a program that takes more than one academic year by a student enrolled full time, institutionally defined, and in which the completer does not receive, nor is eligible for, an associate's degree or a bachelor's degree.

   c) **Associate's Degree.** The degree granted on completion of an educational program that is not of a baccalaureate level and that requires at least two but less than four academic years of work.

   d) **Bachelor's Degree.** Any earned academic degree carrying the title of "bachelor." Normally requires at least four but not more than five years of full-time college-level work.

   e) **Master's Degree.** Any earned academic degree carrying the title of "master." In liberal arts and sciences, the degree customarily is granted on successful completion of at least one but not more than two full-time academic years of work beyond the bachelor's level. In professional fields, it is an advanced professional degree carrying the master's designation (such as M.S. [Master of Surgery or Master of Science], M.S.W. [Master of Social Work]) earned after the first-professional degree. Education specialist (six-year) degrees are also reported as master's degrees.

   f) **First-Professional Degree.** The first earned degree in a professional field. The following degrees are defined by the National Center for Education Statistics (NCES) as first-professional:

      (1) Chiropractic (D.C. or D.C.M.)

      (2) Dentistry (D.D.S. or D.M.D.)

      (3) Law (S.D.)

      (4) Medicine (M.D.)

      (5) Optometry (O.D.)

      (6) Osteopathic Medicine (D.O.)

(7) Pharmacy (D.Phar.)

(8) Podiatry (Pod.D. or D.P.)

(9) Theology (B.D., M.Div., M.H.L.)

(10) Veterinary Medicine (D.V.M.)

g) **Doctoral Degree.** An earned academic degree carrying the title of "doctor," such as Doctor of Education, Doctor of Jurisdicial Science, Doctor of Public Health, and the Ph.D. degree in any field. Not included are first-professional degrees such as M.D., D.D.S.

6. **Normal Full-Time Academic Load.** The total number of credits (such as credit hours or contact hours) required for completing a student program, divided by the number of terms normally required. If 120 student credit hours are required for program completion and the normal length of the program is eight semesters (four years), the normal full-time academic load would be 120 ÷ 8 = 15 student credit hours.

7. **Student Charges.**

a) **Tuition.** Amount of money charged to students for instructional services. Tuition may be charged on a per-academic year, per-term, per-course, or per-credit basis.

(1) **In-State Student or Resident.** Tuition rate charged to in-state students or residents.

(2) **Out-of-State or Nonresident.** Tuition rate charged to out-of-state or nonresident students.

b) **Required Fees.** The charges assessed to students for certain items not covered by tuition. Such fees include all fixed-sum charges required of such a large proportion of all students that the student who does not pay the charge is an exception.

(1) **Institutional.** May include charges for student activities, health services, student center, athletics, and construction but should *not* include first-time admissions or application charges.

(2) **Program Level.** Charges specific to a program, such as lab fees and materials charges.

c) **Room and Board.** The basic charge for an instructional/academic year for rooming accommodations to a typical student sharing a room with one other student, and the basic charge for an academic year for board (for a specified number of days per week) to a typical student.

8. **Admissions Requirements.** The *usual* minimum requirements for admission to the institution.

   a) **Completion of Specified Level of Requisite Instruction.**

      (1) **None.**

      (2) **High School Diploma or Equivalent.** An academic award granted for completion of a high school program or a certificate indicating equivalent education (for example, General Education Development [GED] Certificate).

      (3) **Associate's Degree.** The degree granted on completion of an educational program that is not of a baccalaureate level and that requires at least two but less than four academic years of work.

      (4) **Bachelor's Degree.** Any earned academic degree carrying the title of "bachelor." Normally requires at least four but not more than five years of full-time college-level work.

      (5) **Master's Degree.** Any earned academic degree carrying the title of "master." In liberal arts and sciences, the degree customarily is granted on successful completion of at least one but not more than two full-time academic years of work beyond the bachelor's level. In professional fields, it is an advanced professional degree carrying the master's designation (such as M.S. [Master of Surgery or Master of Science], M.S.W. [Master of Social Work]) earned after the first-professional degree. Education specialist (six-year) degrees are also reported as master's degrees.

      (6) **Other.** As specified by the institution.

   b) **Standardized Test Scores.** When scores on standardized tests are used as admission criteria, the admissions requirements are stated in terms of (1) the test to be taken and (2) the minimum score on that test acceptable. The following tests are often used in this context:

      (1) **American College Testing (ACT) Program Battery.** Four entrance tests (English, mathematics, social studies, and natural sciences). The average of the four scores is an individual's composite score. The scores range from 1 to 36, with a composite mean for entering freshmen of about 20 and a standard deviation of about 5.

      (2) **Scholastic Aptitude Test (SAT).** Administered for the College Board by the Educational Testing Service (ETS). The entrance-test scores achieved by an individual are based on the quantitative (math) and verbal parts of the SAT. Scores for each part range from 200 to 800 (and occasionally 900) in intervals of 10. The mean score is around 500 and the standard deviation about 100.

- (3) **Graduate Management Admissions Test (GMAT).** An entrance test for graduate programs in business.
- (4) **Graduate Record Examination (GRE).** An entrance test for graduate programs, administered by ETS.
- (5) **Miller Analogies Test (MAT).** An entrance test for graduate programs.
- (6) **Law School Admissions Test (LSAT).** An entrance test for admission to law school.
- (7) **Medical College Admissions Test (MCAT).** An entrance test for admission to medical school.
- (8) **Dental Admissions Test (DAT).** An entrance test for admission to dental school.

c) **Rank in Class.** Based on grade point average in prior academic setting in relation to the grade point averages of other students in that class.

9. **Programs Offered by the Institution.** Inventory of programs the institution offers.

a) **Field.** Conventional academic subdivisions of knowledge and training. The NCES Classification of Instructional Programs (CIP) is recommended (see appendix A).

b) **Degree Level.**

- (1) Postsecondary Certificate or Diploma (less than one year)
- (2) Postsecondary Certificate or Diploma (one but less than four years)
- (3) Associate's Degree
- (4) Bachelor's Degree
- (5) Master's Degree
- (6) First-Professional Degree
- (7) Doctoral Degree

B. **Program/Subunit Descriptors**

1. **Program Content.** A general description of the programs, expressed in terms of:

    a) **Required Major Courses.** The total number of hours in courses in the major area of study required for program completion.

    b) **Required Other Courses.** The total number of hours of those courses outside the major area of study required for program completion.

    c) **Elective Courses.** The total number of hours that the student must complete of courses not specified as part of the program.

2. The numbers of hours are usually expressed in terms of

    a) **Student Credit Hour (SCH).** A unit of measure that represents one student engaged in an activity for which one hour of credit toward a degree or other certificate is granted upon successful completion.

    b) **Student Contact Hour.** A unit of measure that represents an hour of scheduled instruction given to students. The total number of hours spent by all students in scheduled instructional activities during a specified period of time can be determined as follows: if a course with an enrollment of 20 students meets three hours per week for 15 weeks, the number of student contact hours is 20 x 3 x 15 = 900. Similarly, if a course with an enrollment of 20 students meets eight hours per day for two days, the number of student contact hours is 20 x 8 x 2 = 320.

3. **Program Admissions Requirements.** The *usual* minimum requirements for admission to the program.

    a) **Completion of Specified Level of Requisite Instruction.**

        (1) **None.**

        (2) **High School Diploma or Equivalent.** An academic award granted for completion of a high school program, or a certificate indicating equivalent education (for example, General Education Development [GED] Certificate).

        (3) **Associate's Degree.** The degree granted on completion of an educational program that is not of a baccalaureate level and that requires at least two but less than four academic years of work.

        (4) **Bachelor's Degree.** Any earned academic degree carrying the title of "bachelor." Normally requires at least four but not more than five years of full-time college-level work.

42

(5) **Master's Degree.** Any earned academic degree carrying the title of "master." In liberal arts and sciences, the degree customarily is granted on successful completion of at least one but not more than two full-time academic years of work beyond the bachelor's level. In professional fields, it is an advanced professional degree carrying the master's designation (such as M.S. [Master of Surgery or Master of Science], M.S.W. [Master of Social Work]) earned after the first-professional degree. Education specialist (six-year) degrees are also reported as master's degrees.

(6) **Other.** As specified by the institution.

b) **Standardized Test Scores.** Test scores that might be used to indicate the general ability of individuals, such as the following:

(1) **American College Testing (ACT) Program Battery.** Four entrance tests (English, mathematics, social studies, and natural sciences). The average of the four scores is an individual's composite score. The scores range from 1 to 36, with a composite mean for entering freshmen of about 20 and a standard deviation of about 5.

(2) **Scholastic Aptitude Test (SAT).** Administered for the College Board by the Educational Testing Service (ETS). The entrance-test scores achieved by an individual are based on the quantitative (math) and verbal parts of the SAT. Scores for each part range from 200 to 800 (and occasionally 900) in intervals of 10. The mean score is around 500 and the standard deviation about 100.

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(5) **Miller Analogies Test (MAT).** An entrance test for graduate programs.

(6) **Law School Admissions Test (LSAT).** An entrance test for admission to law school.

(7) **Medical College Admissions Test (MCAT).** An entrance test for admission to medical school.

(8) **Dental Admissions Test (DAT).** An entrance test for admission to dental school.

c) **Rank in Class.** Based on grade point average in prior academic setting in relation to the grade point averages of other students in that class.

d) **Other.** As specified by the program.

4. **Residence/Externship or Clinical Requirements.** Period of time a student must be in full-time residence or must be engaged in a practicum or other clinical experience in order to fulfill program requirements.

5. **Program Capacity.** Maximum number of students that can enroll in a program. This capacity is determined in various ways, depending on the program. Among determining factors are availability of physical facilities (in programs where each student must have an identifiable work station), number of faculty, and provisions of program-approval agreements or conditions of accreditation.

6. **Program Sponsorship.**

   a) **Single Institution.** A postsecondary institution that operates independently from other institutions. The institution may offer instruction at more than one geographic site, but all administrative, governance, and record keeping are at one site.

   b) **Consortium.** An agreement with several institutions to provide support for a program.

7. **Number of Clinical Sites.** Number of locations available for provision of clinical learning experiences for students enrolled in the program. Only those locations for which formal contractual agreements exist should be counted.

II. Resource Descriptors

A. **Faculty/Staff Descriptors.** The data items included in this section describe individual faculty members, their academic and professional credentials, and their terms of employment with the institution. Those data items that describe employee work load or allocation of human resources to institutional functions are described in section III of this chapter.

1. **Race/Ethnic Identification.** Categorization of an individual according to the race/ethnic categories in which he or she appears to belong, identify with, or is regarded in the community as belonging. No person can be in more than one group. In addition, those students who have not been admitted to the U.S. for permanent residence should be identified as nonresident aliens.

    a) **Black, Not of Hispanic Origin.** A person having origins in any of the black racial groups of Africa.

    b) **Hispanic.** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

    c) **Asian or Pacific Islander.** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

    d) **American Indian or Alaskan Native.** A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.

    e) **White, Not of Hispanic Origin.** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

    f) **Nonresident Alien.** A person who is not a citizen or national of the U.S. and who is in the country on a temporary basis and does not have the right to remain indefinitely.

2. **Sex.** The sex of the employee.

    a) Male

    b) Female

3. **Appointment Status.** The employment status of the position held by an individual.

a) **Full-Time.** Individuals available for full-time assignment, at least for the period being reviewed or analyzed, or those who are designated "full-time" in an official contract, appointment, or agreement. Normally, employees who work approximately 40 hours per week are considered full-time. Individuals on sabbatical leave should be counted as full-time if their status was full-time prior to sabbatical.

b) **Part-Time.** Individuals employed full time for short periods of time (less than the period under review) as well as those not available to the institution for 100 percent assignment even though they may be employed for the full period.

4. **Type of Appointment.**

a) **Regular Employee.** A person employed on an ongoing basis to perform assigned duties for which the individual receives salary or wages.

b) **Adjunct.** An appointment to faculty or staff who serves in a temporary or auxiliary capacity.

c) **Visiting.** Typically a regular employee of another institution who is employed only temporarily and who intends to return to his or her regular appointment.

5. **Type of Position.** The following are general manpower-resource categories of employees. Each category of employee represents a different kind of manpower resource.

a) **Executive/Administrative/Managerial Professionals.** Employees who exercise primary responsibility for management of the institution or of a customarily recognized department or its subdivision, and who devote no more than 20 percent of their work week to Fair Labor Standards Act (FLSA) nonexempt work. Assignments may require the performance of work directly related to management policies or general business operations of the institution, or the performance of functions in the administration of a department or its subdivision directly related to academic instruction.

This category typically includes employees with such job titles as president, controller, dean, director, assistant to the president, assistant dean, assistant director, or coordinator. It should not include the head, chairperson, or other administrative assignee within a department or similar unit unless that person is primarily an administrator exercising specific administrative authority while other activities are secondary.

b) **Instruction/Research Professionals.** Employees who customarily receive assignments for the purpose of instruction or research (a combination of those activities is most common).

These classifications derive from the institution's perception of the employees, and such perceptions are reflected most accurately in the assignments made. Thus presidents, vice-presidents, or deans, even though they may also carry the title of "professor," are not members of the Instruction/Research Professionals classification unless they normally spend at least 50 percent of their time in instruction and research activities.

c) **Specialist/Support Professionals.** Employees who are given assignments requiring knowledge of an advanced type in a field of science or learning, or original and creative work in an artistic field. Typically, no more than 20 percent of their work week is devoted to Fair Labor Standards Act (FLSA) nonexempt work.

d) **Technical Employees.** Employees with specialized knowledge and skills not normally acquired in a bachelor's degree program but through a planned and sequential program or through experience. Such technical staff may be computer operators, dental assistants, photographers, draftsmen, position-classification specialists, airplane pilots, ornamental horticulturists, engineering technologists, and so forth. Nonexempt under terms of Fair Labor Standards Act.

e) **Office/Clerical Employees.** Employees who perform clerical and secretarial duties in offices or other locations in which one customarily finds clerical staff. This includes secretaries, typists, bookkeepers, file clerks, inventory clerks, and so forth; they may be found in such locations as offices, warehouses, motor pools, and laboratories. Nonexempt under terms of Fair Labor Standards Act.

f) **Crafts and Trades Employees.** Employees who perform manually skilled activities in a craft or trade, including air-conditioning installers, appliance repairers, auto mechanics, carpenters, electricians, roofers, painters, plumbers, and so forth. They may have derived their skills from trade or vocational schools or through apprenticeship training. Nonexempt under terms of Fair Labor Standards Act.

g) **Service Employees.** Employees assigned to activities requiring a limited amount of previously acquired skills and knowledge. Included are custodians, groundskeepers, security guards, food-service workers, drivers, messengers, and so forth. Nonexempt under terms of Fair Labor Standards Act.

6. **Faculty-Rank Titles.** The institutionally designated official title or grade of a faculty member. *Adjunct* and *clinical* are sometimes used as modifiers.

a) **Professor.** Faculty designated by the rank of professor.

b) **Associate Professor.** Faculty designated by the rank of associate professor.

c) **Assistant Professor.** Faculty designated by the rank of assistant professor.

d) **Instructor.** Faculty designated by the rank of instructor.

e) **Lecturer.** Faculty designated by the rank of lecturer.

f) **Graduate Research Associate/Assistant.** Faculty designated as research associate/assistant. Generally created for individuals with graduate status at the employing institution. May also be known as "graduate assistant."

g) **Graduate Teaching Associate/Assistant.** Faculty designated as teaching associate/assistant. Generally created for individuals with graduate status at the employing institution. May also be known as "teaching fellow" or "graduate associate."

h) **Undesignated Rank.** (1) Those not assigned a specific rank but classified as faculty or some other term to designate instructional status, and (2) those especially designated faculty not included in the rank categories. These would include visiting scholars and other special ranks.

7. **Tenure Status.** The institutional designation that serves to identify the status of employees with respect to permanence of appointed position. The following tenure designations indicate status of individuals:

a) **Tenure-Track.** A position that has a potentially permanent standing with the institution.

(1) **Tenured.** Individuals who have been granted tenure.

(2) **Nontenured.** Individuals who are eligible for tenure (that is, are on the tenure track) but have not been granted it.

b) **Contractual.** Individuals who are hired for a specified period of time such as one term or one academic year and are not considered to hold a tenure-track position.

8. **Educational Credential.** The highest award or title conferred on an individual for the completion of a program or course of study. The following classifications are most often used:

a) **No Academic Credential.** Less than a high school diploma or its equivalent.

b) **High School Diploma or Equivalent.** An academic award granted for completion of a high school program, or a certificate indicating equivalent education (for example, General Education Development [GED] Certificate).

c) **Postsecondary Certificate or Diploma (less than one year).** An award granted for completion of a program that would be completed in less than one academic year (two semesters or three quarters) by a student enrolled full time, as "full time" is defined by the reporting institution, regardless of how long the student has attended the institution.

d) **Postsecondary Certificate or Diploma (one but less than four years).** An award granted for completion of a program that takes more than one academic year by a student enrolled full time, institutionally defined, and in which the completer did not receive, nor is eligible for, an associate's degree or a bachelor's degree.

e) **Associate's Degree.** The degree granted on completion of an educational program that is not of a baccalaureate level and that requires at least two but less than four academic years of work.

f) **Bachelor's Degree.** Any earned academic degree carrying the title of "bachelor." Normally requires at least four but not more than five years of full-time college-level work.

g) **Master's Degree.** Any earned academic degree carrying the title of "master." In liberal arts and sciences, the degree customarily is granted on successful completion of at least one but not more than two full-time academic years of work beyond the bachelor's level. In professional fields, it is an advanced professional degree carrying the master's designation (such as M.S. [Master of Surgery or Master of Science], M.S.W. [Master of Social Work]) earned after the first-professional degree. Education specialist (six-year) degrees are also reported as master's degrees.

h) **First-Professional Degree.** The first earned degree in a professional field. The following degrees are defined by NCES as first-professional:

(1) Chiropractic (D.C. or D.C.M.)
(2) Dentistry (D.D.S. or D.M.D.)
(3) Law (S.D.)
(4) Medicine (M.D.)
(5) Optometry (O.D.)
(6) Osteopathic Medicine (D.O.)
(7) Pharmacy (D.Phar.)
(8) Podiatry (Pod.D. or D.P.)
(9) Theology (B.D., M.Div., M.H.L.)
(10) Veterinary Medicine (D.V.M.)

i) **Doctoral Degree.** An earned academic degree carrying the title of "doctor," such as Doctor of Education, Doctor of Jurisdicial Science, Doctor of Public Health, and the Ph.D. degree in any field. Not included are first-professional degrees such as M.D., D.D.S.

9. **Professional Certificate/License/Other Credential.** Approvals granted by either governmental or professional bodies that allow an individual to practice a particular profession. In many cases, an academic degree is required as a precondition for acquiring such a credential, but academic institutions are not the source of the practice credential. Included are credentials such as teaching *certficates* and medical *licenses*.

B. Facility Resources

1. **Building.** A roofed structure for permanent or temporary shelter of persons, animals, plants, or equipment.

   a) **Size.** The size of a building is described in terms of the area within the building. Two measures of area are:

      (1) **Gross Area.** Sum of the floor areas of a building included within the outside faces of exterior walls for all stories, or areas that have floor surfaces. Gross area should be computed by measuring from the outside face of exterior walls, disregarding cornices, buttresses, and so forth that extend beyond the wall face. Measured in terms of gross square feet (GSF).

      (2) **Assignable Area.** The sum in square feet of all areas on all floors of a building assigned to, or available for assignment to, an occupant, including every type of space functionally usable by the occupant (excepting those spaces defined as custodial, circulation, mechanical, or structural areas). All assignable areas should be computed by measuring from the inside finishes of surfaces that form the boundaries of the designated areas.

   b) **Age/Construction Date.** Age of building in years, or year the building was constructed.

   c) **Replacement Cost (estimated).** The estimated original value of an asset expressed in current dollars. Replacement cost is calculated by applying a replacement-cost index to the historical cost of an asset. In the absence of the replacement cost, use insured value.

   d) **Ownership.** The agency with which the title to the facility rests.

      (1) Owned by the institution.

      (2) Owned by an agency other than the institution and made available to the institution through lease, rent, or some other formal arrangement.

   e) **Condition.** The physical status and quality of the building at the time of the facilities inventory, based on the professional judgment of those responsible for campus development. This building characteristic has the following classifications:

      (1) **Satisfactory.** Suitable for continued use with normal maintenance.

      (2) **Remodeling-A** (restoration without major alterations). Requires restoration to present acceptable standards without major room-use changes, alterations, or modernizations, or expansion costing less than 25 percent of the estimated replacement cost.

(3) **Remodeling-B** (major updating and/or modernization). Requires major updating or modernization costing 25 percent to 50 percent of the estimated replacement cost.

(4) **Remodeling-C** (major remodeling). Requires major remodeling costing greater than 50 percent of the estimated replacement cost.

2. **Rooms.** Assignable interior spaces of a building.

a) **Size.** The (net assignable) area of the room is measured in square feet. Net assignable space is measured within the inside walls of a room.

b) **Room Type.** Standard groups of institution areas described by primary use. The following codes and definitions in *Higher Education Facilities and Classification Manual* (Romney 1972) are recommended.

(1) **Classroom.** A room for classes that do not require special-purpose equipment for student use (coded as 100).

(2) **Class Laboratory.** A room used primarily by regularly scheduled classes that require special-purpose equipment for student participation, experimentation, observation, or practice in a field of study (coded as 210).

(3) **Special-Class Laboratory.** A room used primarily by informally (or irregularly) scheduled classes that require special-purpose equipment for student participation, experimentation, observation, or practice in a field of study (coded as 220).

(4) **Individual-Study Laboratory.** A room primarily for individual student experimentation, observation, or practice in a particular field of study (coded as 230). Such facilities as language laboratories fall into this category.

(5) **Nonclass Laboratory.** A room for laboratory applications, research, and/or training in research methodology that requires special-purpose equipment for staff and/or student experimentation or observation (coded as 250).

(6) **Office Facility.** A room used by faculty, staff, or students working at a desk (or table) (coded as 300).

(7) **Study Facility.** A room used by individuals (a) to study books or audiovisual materials; (b) to provide shelving for library or audiovisual materials; (c) as a combination reading room and stacks; (d) as a reading/study room, stack, or open-stack reading room, or as a supporting service to such rooms; or (e) to serve activities in reading/study rooms, stacks, open-stack reading rooms, or processing rooms (coded as 400).

(8) **Special-Use Facility.** A room used (a) as an armory; (b) as an armory service; (c) for athletic/physical-education activities; (d) for athletic-facilities spectator seating; (e) for direct service to an athletic/physical-education facility; (f) for audiovisual, radio, and TV production, distribution, and service; (g) for the diagnosis and/or treatment of patients in a program other than medicine, dentistry, and student health care, or any room that supports these activities; (h) to practice the principles of certain disciplines, such as teaching and home economics; (i) as demonstration facilities; and (j) as field buildings, such as agricultural, meteorological, animal shelter, and greenhouse (coded as 500).

(9) **General-Use Facility.** A room for assembly, exhibition, food-service area, lounge, merchandising, recreation, meeting, or locker-room facilities, or a room that directly services such facilities (coded as 600).

(10) **Support Facility.** A room for data processing/computer, manufacture/repair/maintenance of products or equipment, storage for materials/vehicles, food processing or storage, or cleaning/washing/drying/ironing linens, and so on, or a room that directly serves such facilities (coded as 700).

(11) **Health-Care Facility.** A room for health-care facilities for humans and animals, including patient bedrooms and baths, nurses' stations, surgery and treatment rooms, rooms used for diagnostic support services, supplies storage area, and public waiting rooms (coded as 800).

(12) **Residential Facility.** Rooms for student and faculty housing (for example, sleeping rooms, apartments, and houses). Excluded are rooms that serve residential activities, such as office space and food facilities (coded as 900).

c) **Station.** The total facilities necessary to accommodate one person for one time period. The time period varies for different types of facilities. For example, the period of time for classroom stations may be one hour or class period; for office stations, the time period may be one year (or it may be indefinite). As an illustration, a classroom that can seat 30 students during a class period is a 30-station classroom; an office that serves one faculty member is a one-station office.

C. **Equipment.** The fixed assets other than land and buildings. The general category of equipment includes laboratory equipment, office equipment, and motor vehicles. However, no standard categorization of equipment has been developed. As a result, subcategorization is not suggested and descriptors of equipment are limited to financial descriptors.

1. **Book Value.** The purchase price of any asset. If gifts were received, they should be valued as the appraised market value at time of receipt. The value assigned by the donor for tax purposes also can be used.
2. **Replacement Cost (estimated).** The cost of replacing equipment with items of comparable quality and function. Calculated by applying a replacement-cost index to the historical cost of an asset. In the absence of readily available data on replacement costs, insured value is a reasonable alternative.
3. **Dollar Value.** Monetary value of equipment when purchased or received.

D. **Collection Resources.** The total accumulation of library material provided by a library for its clientele—also called "library resources" or "library holdings."

1. **Physical Unit.** A single unit of library materials distinguished from other single units by a separate binding, encasement, or other clear distinction—typically, the unit used to charge circulation transactions. For example, a forty-two-volume encyclopedia is counted as one title but as forty-two physical units. Items boxed together (e.g., book bags, kits) shall be counted as one unit.

2. **Volume.** A physical unit of any printed, typewritten, handwritten, mimeographed, or processed work, contained in one binding or portfolio, hardbound or paperbound, which has been cataloged, classified, and made ready for use.

3. **Title Count.** The number of items, for cataloged works, for which a separate shelf-list entry has been made, excepting bibliographically identical entries that differ only in location of copies. Thus, six copies of the same edition of a work count as one title; two editions of the same work that have been cataloged or recorded separately (for variant data other than location of copies) count as two titles; a set of five items for which five separate entries have been made counts as five titles; and three sets of the same edition for which one entry has been made (or additional entries made for location only) count as one title.

4. **Format of Collection Resources.**

   a) **Print and Other Textual Materials.**

      (1) **Print Materials Legible without Magnification.** Material consisting primarily of words and usually produced by making an impression with ink on paper. Included are books, music, reports, and the like, if cataloged; periodicals, newspapers, and other serials in bound volumes; unbound serials, reported in volume equivalents; and government publications not reported above that have been cataloged, checked in, or otherwise prepared for use, whether or not they are cataloged in the same classification and manner as other print materials in the collections.

      (2) **Print Materials in Microform.** Consists primarily of words that have been reduced in size so that it can be used only with magnification.

      (3) **Manuscripts and Archives.** Consists of handwritten or typed documents, including carbon copies, and the noncurrent records of an organization or institution, preserved because of their continuing value.

b) **Audiovisual Materials.** Displayed by visual projection or magnification or through sound reproduction, or both.

  (1) **Cartographic.** Any material representing in whole or in part the earth or any celestial body at any scale. This includes two- and three-dimensional maps and globes.

  (2) **Graphic.** Material for viewing without sound. It may be projected or magnified, or it may not. Includes art originals, art prints, art reproductions, slides, transparencies, filmstrips, photographs, pictures, postcards, posters, study prints, and the like.

  (3) **Audio.** Material on which sounds (only) are stored (recorded) and that can be reproduced (played back) mechanically or electronically, or both. Includes audiocassettes, audiocartridges, audiodiscs, audioreels, talking books, and other sound recordings.

  (4) **Motion Pictures and Video.** Video is a generic term for material on which both pictures and sound are recorded. Electronic playback reproduces both pictures and sounds using a television receiver or monitor. A motion picture is a length of film, with or without recorded sound, bearing a sequence of images that create the illusion of movement when projected in rapid succession (usually 18 or 24 frames per second). The terms "motion picture" and "film" are often used interchangeably.

  (5) **Multimedia.** A collection of resources including more than one type of medium, intended for use as a unit and in which no medium is clearly dominant.

  (6) **Three-Dimensional.** Material that is most easily classified in terms of its height, width, and volume. This category includes games, simulations, models and mock-ups, realia, sculpture, and other similar materials such as dioramas, exhibits, toys, and the like.

  (7) **Machine-Readable.** Materials in a form designed to be processed by a machine, usually a computer, either as input or as output, that has data recorded on it in some form. These materials include data files and computer program files. Typically, these files are stored on such media as punched cards, paper tape, magnetic tape and disks, and digital videodiscs. This excludes computer output that is eye-legible or can be read with magnification.

5. **Distribution.** The number of volumes or titles subcategorized by subject area.

6. **Acquisitions.** The number of volumes of library materials acquired in a given period of time.

E. **Computing Resources.** This is a relatively new area for data collection in post-secondary education. At this time generalized quantitative approaches to assessing adequacy of computing resources are not feasible since no standards or guides for measurement have been developed. None of the traditional measures of the computing resources (number of terminals, bytes of memory) have been found to be particularly useful. As a consequence, no specific entries for this important resource are included in this manual. The category has been mentioned so the reader might recognize the importance of the resource and consider the availability of computing resources as part of the accreditation process.

F. **Financial Resources.** The assets, liabilities, and owner equity of an institution or program. All definitions of data elements contained in this section, with the exception of the term "owner equity," are the same as those contained in the publication *College and University Business Administration* (NACUBO 1982). The term "owner equity" is included for use with proprietary institutions. The term used for colleges and universities is "fund balance." It is the intent that any new financial elements that are added to this section will be consistent with principles as stated in NACUBO. Categories of data about revenues and expenditures of funds are included in section III of this chapter.

1. **Assets.** Any owned physical object or right having a monetary value. Included are:

    a) **Cash.** Cash on hand, petty cash, and cash in bank accounts associated with each fund group. Does not include short-term investments.

    b) **Investments.** Marketable securities, real estate, patents, copyrights, royalties, participation, and so forth.

    c) **Accounts Receivable.** Any promises of gifts made to the institution.

    d) **Notes Receivable.** All amounts owed on promissory notes, including student loans from debtors.

    e) **Undrawn Appropriations.** Appropriations to which the institution is entitled but which have not been remitted or made available to the institution by the appropriating federal, state, or local agency.

    f) **Inventories.** Merchandise for sale, including supplies and stocks in stores.

    g) **Prepaid Expenses and Deferred Charges.** Portion of operating expenditures properly chargeable in a period subsequent to the date of the balance sheet.

    h) **Institutional Plant.** Land, land improvements, buildings, equipment, and library books.

    i) **Interfund Borrowing Due from Other Funds.** Amounts of funds loaned temporarily between fund groups.

2. **Liabilities.** An amount owed to a creditor as the consequence of an asset or service received or as the result of a loss incurred or accrued. Included are:

    a) **Accounts Payable and Accrued Liabilities.** Liabilities for goods received and other expenses incurred for which disbursements have not been made as of the date of the financial statement.

    b) **Notes, Bonds, and Mortgages Payable.** Liabilities for outstanding notes, bonds, and mortgages issued or incurred by the institution.

c) **Deposits.** Receipts that an institution may be required to repay in whole or in part. Examples are deposits for breakage, room-rental contracts, keys, library books, and reservations for admission to the institution or to the residence hall.

d) **Deferred Revenues/Credits.** Payments received by the institution in advance of the reporting period to which they apply for services to be rendered in a subsequent reporting period. Examples are tuition, fees, and room rentals paid in advance of the fiscal period to which they apply.

e) **Amounts Due to Other Fund Groups.**

3. **Owner Equity.** The owner's residual interest in the assets of an entity after the liabilities are deducted.

G. **Student Descriptors/Characteristics**

1. **Delimiter or Unit of Analysis.**

   a) **Applicant.** An individual formally requesting admission to, or participation in, a particular postsecondary institution, program, or activity. An application must be accompanied by a fee, if required, to be considered a formal application.

   b) **Acceptance.** Formal notification to an applicant of acceptance by a postsecondary-education institution, program, or activity.

   c) **Enrollee.** A student who actually enrolls after being accepted.

2. **Race/Ethnic Identification.** Categorization of an individual according to the race/ethnic categories in which he or she appears to belong, identify with, or is regarded in the community as belonging. No person can be in more than one group. In addition, those students who have not been admitted to the U.S. for permanent residence should be identified as nonresident aliens.

   a) **Black, Not of Hispanic Origin.** A person having origins in any of the black racial groups of Africa.

   b) **Hispanic.** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

   c) **Asian or Pacific Islander.** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

   d) **American Indian or Alaskan Native.** A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.

   e) **White, Not of Hispanic Origin.** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

   f) **Nonresident Alien.** A person who is not a citizen or national of the U.S. and who is in the country on a temporary basis and does not have the right to remain indefinitely.

3. **Sex.** The sex of the student.

   a) Male
   b) Female

4. **Age Ranges.** Based on the chronological age of each individual as of some specified date. The following age ranges are recommended for grouping students:
    - a) Under 18 Years
    - b) 18-19 Years
    - c) 20-21 Years
    - d) 22-24 Years
    - e) 25-29 Years
    - f) 30-34 Years
    - g) 35-39 Years
    - h) 40-49 Years
    - i) 50-64 Years
    - j) 65 Years and Over
5. **Enrollment Status.**
    - a) **Full-Time.**
        - (1) **Undergraduate.** A student enrolled for either 12 or more semester or quarter credits, or for 24 contact hours per week each term.
        - (2) **Graduate.** A student enrolled for either 9 or more semester or quarter credits.
        - (3) **First-Professional.** As defined by the institution.
    - b) **Part-Time.**
        - (1) **Undergraduate.** A student enrolled for either 11 semester or quarter hours or less, or for less than 24 contact hours per week each term.
        - (2) **Graduate.** A student enrolled for either 8 semester or quarter hours or less.
6. **Level.**
    - a) **Undergraduate.** A student enrolled in a four- or five-year bachelor's degree program, in an associate's degree program, or in a vocational or technical program that is normally terminal and results in formal recognition below the baccalaureate. The following classifications are often used:
        - (1) **First-Time Freshman.** Entering freshman who has not previously attended *any* college.
        - (2) **Other First-Year Student.** A freshman who is not first-time.

(3) **Second-Year Student or Sophomore.** A student who has completed the equivalent of one year of full-time undergraduate work.

(4) **Third-Year Student or Junior.** A student who has completed the equivalent of two years of full-time undergraduate work, that is, at least 60 semester hours but less than 90 semester hours in a program of 120 semester hours.

(5) **Fourth-Year Student and Beyond, or Senior.** An undergraduate student who has completed the equivalent of three years of full-time undergraduate work, that is, at least 90 semester hours in a 120-hour degree program.

b) **First-Professional.** A student enrolled in a professional school or program that requires at least two academic years of college work prior to entrance and a total of at least six academic years to complete the degree program, including both prior required college work and the professional program itself. (Students in programs requiring only four or five years beyond high school should be reported as undergraduates.)

(1) **First-Time.** A student enrolled for the first time in a first-professional degree program at the institution.

(2) **Other First-Professional.** All first-professional students who are not first-time.

c) **Graduate.** A student who holds a bachelor's or a first-professional degree or equivalent and is working toward a master's or doctoral degree. The following classifications are often used:

(1) **First-Time.** A student who is enrolled at the graduate level for the first time and who has not previously attended any other college as a graduate student.

(2) **All Other Graduates.** All graduate students who are not first-time.

d) **Unclassified.** A student taking courses creditable toward a degree or other formal award who cannot be classified by academic level. An example might be a transfer student whose earned credits have not been determined at the time reporting is done.

(1) **Undergraduate.**

(2) **Postbaccalaureate.** A student who has earned a baccalaureate degree but has not yet been granted graduate-student status.

62

7. **Geographic Origin.** The state in which a student resides at the time of first admission to the institution. Major classifications are the following:
    a) **In-District.** Students legally domiciled within the district of the postsecondary institution at the time of first admission to the institution. This category is primarily for two-year schools.
    b) **In-State but Out-of-District.** Students legally domiciled within the state of the postsecondary institution but out of the district at the time of first admission. This category is primarily for two-year schools.
    c) **In-State.** Students legally domiciled in the state of the postsecondary institution at the time of first admission. The first two categories (in-district, and in-state but out-of-district) are not included in this category.
    d) **Out-of-State.** Students who were legally domiciled in a state other than that of the postsecondary education institution at the time of first admission. (Foreign students are not included in this category.)
    e) **Foreign.** Students who were legally domiciled in a country other than the United States at the time of first admission.
8. **Citizenship.**
    a) **United States Citizen.**
    b) **Foreign National.** A citizen of a country other than the U.S.
9. **Educational Credential.** The highest academic award previously conferred on an individual for the completion of a program or course of study. The following classifications are most often used:
    a) **No Academic Credential.** Less than a high school diploma or its equivalent.
    b) **High School Diploma or Equivalent.** An academic award granted for completion of a high school program, or a certificate indicating equivalent education (for example, General Education Development [GED] Certificate).
    c) **Postsecondary Certificate or Diploma (less than one year).** An award granted for completion of a program that would be completed in less than one academic year (two semesters or three quarters) by a student enrolled full time, as "full time" is defined by the reporting institution, regardless of how long the student has attended the institution.
    d) **Postsecondary Certificate or Diploma (one but less than four years).** An award granted for completion of a program that takes more than one academic year by a student enrolled full time, institutionally defined, and in which the completer did not receive, nor is eligible for, an associate's degree or a bachelor's degree.

e) **Associate's Degree.** The degree granted on completion of an educational program that is not of a baccalaureate level and that requires at least two but less than four academic years of work.

f) **Bachelor's Degree.** Any earned academic degree carrying the title of "bachelor." Normally requires at least four but not more than five years of full-time college-level work.

g) **Master's Degree.** Any earned academic degree carrying the title of "master." In liberal arts and sciences, the degree customarily is granted on successful completion of at least one but not more than two full-time academic years of work beyond the bachelor's level. In professional fields, it is an advanced professional degree carrying the master's designation (such as M.S. [Master of Surgery or Master of Science], M.S.W. [Master of Social Work]) earned after the first-professional degree. Education specialist (six-year) degrees are also reported as master's degrees.

h) **First-Professional Degree.** The first earned degree in a professional field. The following degrees are defined by NCES as first-professional:

(1) Chiropractic (D.C. or D.C.M.)

(2) Dentistry (D.D.S. or D.M.D.)

(3) Law (S.D.)

(4) Medicine (M.D.)

(5) Optometry (O.D.)

(6) Osteopathic Medicine (D.O.)

(7) Pharmacy (D.Phar.)

(8) Podiatry (Pod.D. or D.P.)

(9) Theology (B.D., M.Div., M.H.L.)

(10) Veterinary Medicine (D.V.M.)

i) **Doctoral Degree.** An earned academic degree carrying the title of "doctor," such as Doctor of Education, Doctor of Jurisdicial Science, Doctor of Public Health, and the Ph.D. degree in any field. Not included are first-professional degrees such as M.D., D.D.S.

10. **Type of Student, As Defined by Objective.**

a) **Degree Seeking.** A student taking work creditable toward a degree (associate's, bachelor's) or enrolling in a program that is normally terminal and results in some other formal recognition below the baccalaureate.

b) **Non-Degree Seeking.** A student enrolled in creditable or noncreditable courses who are not recognized by the institution as earning credit for a degree or formal award.

11. **Award/Degree Sought.**

a) **Postsecondary Certificate or Diploma (less than one year).** An award granted for completion of a program that would be completed in less than one academic year (two semesters or three quarters) by a student enrolled full time, as "full time" is defined by the reporting institution, regardless of how long the student has attended the institution.

b) **Postsecondary Certificate or Diploma (one but less than four years).** An award granted for completion of a program that takes more than one academic year by a student enrolled full time, institutionally defined, and in which the completer did not receive, nor is eligible for, an associate's degree or a bachelor's degree.

c) **Associate's Degree.** The degree granted on completion of an educational program that is not of a baccalaureate level and that requires at least two but less than four academic years of work.

d) **Bachelor's Degree.** Any earned academic degree carrying the title of "bachelor." Normally requires at least four but not more than five years of full-time college-level work.

e) **Master's Degree.** Any earned academic degree carrying the title of "master." In liberal arts and sciences, the degree customarily is granted on successful completion of at least one but not more than two full-time academic years of work beyond the bachelor's level. In professional fields, it is an advanced professional degree carrying the master's designation (such as M.S. [Master of Surgery or Master of Science], M.S.W. [Master of Social Work]) earned after the first-professional degree. Education specialist (six-year) degrees are also reported as master's degrees.

f) **First-Professional Degree.** The first earned degree in a professional field. The following degrees are defined by NCES as first-professional:

(1) Chiropractic (D.C. or D.C.M.)

(2) Dentistry (D.D.S. or D.M.D.)

(3) Law (S.D.)

(4) Medicine (M.D.)

(5) Optometry (O.D.)

(6) Osteopathic Medicine (D.O.)

(7) Pharmacy (D.Phar.)

(8) Podiatry (Pod.D. or D.P.)

(9) Theology (B.D., M.Div., M.H.L.)

(10) Veterinary Medicine (D.V.M.)

g) **Doctoral Degree.** An earned academic degree carrying the title of "doctor," such as Doctor of Education, Doctor of Jurisdicial Science, Doctor of Public Health, and the Ph.D. degree in any field. Not included are first-professional degrees such as M.D., D.D.S.

12. **Aptitude.** The capacity or ability of students often measured by:

a) **Scores on Standardized Tests.** Scores or tests that might be used to indicate the general ability of individuals. Among the commonly used tests are:

(1) **American College Testing (ACT) Program Battery.** Four entrance tests (English, mathematics, social studies, and natural sciences). The average of the four scores is an individual's composite score. The scores range from 1 to 36, with a composite mean for entering freshmen of about 20 and a standard deviation of about 5.

(2) **Scholastic Aptitude Test (SAT).** Administered for the College Board by the Educational Testing Service (ETS). The entrance-test scores achieved by an individual are based on the quantitative (math) and verbal parts of the SAT. Scores for each part range from 200 to 800 (and occasionally 900) in intervals of 10. The mean score is around 500 and the standard deviation about 100.

(3) **Graduate Management Admissions Test (GMAT).** An entrance test for graduate programs in business.

(4) **Graduate Record Examination (GRE).** An entrance test for graduate programs, administered by ETS.

(5) **Miller Analogies Test (MAT).** An entrance test for graduate programs.

(6) **Law School Admissions Test (LSAT).** An entrance test for admission to law school.

(7) **Medical College Admissions Test (MCAT).** An entrance test for admission to medical school.

(8) **Dental Admissions Test (DAT).** An entrance test for admission to dental school.

b) **High School Rank.** The rank of a student in his or her high school graduating class. The recommended groupings are:

(1) 91-100%

(2) 81-90%

(3) 71-80%

(4) 61-70%

(5) 51-60%

(6) 26-50%

(7) 25% or below

III. Resource-Utilization Descriptors

A. Resource-Allocation Measures

1. Faculty/Staff Allocation.

a) **Full-Time Equivalent (FTE).** The equivalent of one employee who is deemed to be carrying a full load in accordance with an institutionally agreed-upon convention for converting numbers of specific employees to an equivalent number of full-time employees. For purposes of exchanging information about FTE manpower resources, the following method can be used to calculate comparable fiscal-year FTE manpower-resource data:

Step 1: Determine the total service months rendered by an individual over a fiscal year by the following procedure:

For a given employee, multiply the percent work load (appointment percentage or relative full-time status) by the number of months of the individual's appointment for the fiscal year. For employees hired for a period of time that involves less than a month, multiply the percent work load by the applicable percentage of the month involved (for example, two weeks would generally be considered half or .50 of a month).

Step 2: Determine the total annual FTE manpower resources of all employees available during a fiscal year by totaling the service months calculated for all employees (in step 1) and dividing by 12.

b) **Faculty Contact Hours.** The total of the hours of scheduled instructional activity spent by instructional faculty in a specified period of time. For example, if a course meets three hours per week for 15 weeks, it yields 45 faculty contact hours. Similarly, if a course meets eight hours per day for two days, it yields 16 faculty contact hours.

c) **Faculty/Staff FTE Assignment.** The FTE that an employee is assigned to accomplish a specific assignment.

d) **Programs to which Faculty Are Allocated.**

(1) **Instruction.** Activities related to the teaching of students.

(2) **Advising.** The counseling of students.

(3) **Research.** Activities specifically organized to produce research outcomes.

(4) **Service.** Activities established to provide noninstructional services beneficial to individuals and groups external to the institution.

2. **Financial Resources.** All definitions of data elements contained in this section are the same as those contained in the publication *College and University Business Administration* (NACUBO 1982). It is the intent that any new financial elements that are added to this section will be consistent with principles stated there.

   a) **Revenues.** Current funds revenues by source include (1) all unrestricted gifts and other unrestricted resources accepted during the reporting period and (2) restricted current funds to the extent that such funds were expended for current operations during the reporting period. The following categories are recommended:

      (1) **Tuition and Fees.** Includes all tuition and fees assessed (net of refunds) against students for educational purposes. Tuition and fees should be recorded as revenue even though there is no intention of collection from the student. The amounts of such remissions or waivers should be recorded as expenditures and classified as scholarships and fellowships or as staff benefits associated with the appropriate expenditure category to which the personnel relate. When specific fees are assessed under binding external restrictions for other than current operating purposes (for example, for debt service on educational plant or on renewals, replacements, or additions to plant), they should be reported as additions to the appropriate fund group (in the above example, plant funds) since they are not legally available for current operating purposes. Fees normally are not considered as assessed under binding external restrictions unless there is an explicit representation to the individuals remitting the fees that the fee or a specific portion thereof can be used only for the specific nonoperating purpose. If some portion of total tuition or fee receipts is pledged under bond indenture agreements, the total receipts should be reported as unrestricted current funds revenues and the pledged amount treated as a mandatory transfer to plant funds. If some portion of tuition or fees is allocated by action of the governing board, or subject to change by the governing board alone, for other than operating purposes (such as financing construction), the whole of the tuition charges or fees should be recorded as unrestricted current funds revenues, and the portion allocated should be treated as a nonmandatory transfer to the appropriate fund group (in the above example, plant funds). If an all-inclusive charge is made for tuition, board, room, and other services, a reasonable distribution should be made between revenues for tuition and revenues for sales and services of auxiliary enterprises. Revenues from tuition and student fees of an academic term that encompasses two fiscal years—for example, a summer session—should be reported totally

within the fiscal year in which the program is predominantly conducted. If tuition or fees are remitted to the state as an offset to the state appropriation, the total of such tuition or fees should be deducted from the total for state appropriations and added to the total for tuition and fees.

(2) **Governmental Appropriations.** Includes (1) all unrestricted amounts received for current operations from, or made available to an institution by, legislative acts or local taxing authority and (2) restricted amounts from those same sources to the extent expended for current operations. This category does not include government grants and contracts. Amounts paid directly into a state or local retirement system by the appropriating government on behalf of the college or university should be recorded as revenue of the institution. This category does not include institutional fees and other income reappropriated by the legislature to the institution.

Government appropriations should be classified to identify the governmental level (federal, state, local) of the legislative body making the appropriation to the institution, that is, the level of the government agency that makes the decision that the money will be appropriated to the particular purpose for which it ultimately is expended.

(3) **Governmental Grants and Contracts.** Includes (1) all unrestricted amounts received or made available by grants, contracts, and cooperative agreements from government agencies for current operations and (2) all amounts received or made available through restricted grants, contracts, and cooperative agreements to the extent expended for current operations. The level of the government agency should be disclosed, using the same criterion described for government appropriations.

(4) **Private Gifts, Grants, and Contracts.** Includes amounts from nongovernmental organizations and individuals, including funds resulting from contracting for the furnishing of goods and services of an instructional, research, or public service nature. This category includes all unrestricted gifts, grants, and bequests as well as all restricted gifts, grants, and contracts from nongovernmental sources to the extent expended in the current fiscal year for current operations. Gifts, grants, and contracts from foreign governments should be treated as private gifts, grants, and contracts. Income from funds held in revocable trusts or distributable at the direction of the trustees of the trusts should be reported here and, if significant, disclosed in the notes to the financial statements. This category excludes revenues derived from contracts and other activities, such

as utility services that are not related directly to instruction, research, or public service.

Amounts equal to the direct costs incurred by restricted current funds should be reported as revenues of those funds, while amounts equal to the associated indirect cost recoveries should be recorded as revenues of unrestricted current funds.

(5) **Endowment Income.** Includes the following: (1) unrestricted income from endowment and similar funds, (2) restricted income from endowment and similar funds to the extent expended for current operations; and (3) income from funds held in trust by others under irrevocable trusts, which should be identified separately under this revenue heading. The unrestricted income from endowment and similar funds that is credited to unrestricted current funds revenues should be the total ordinary income earned (or yield) on the investment of these funds except for income that must be added back to the principal in accordance with the terms of the donation. Income from investments of endowment and similar funds does not include capital gains and losses, since such gains and losses are accounted for here as additions to and deductions from fund balances. If a portion of the gains of endowment or quasi-endowment funds investments is utilized for current operations, the portion so utilized should be reported as a transfer rather than as revenues. Some institutions have established endowment income stabilization reserves to minimize the effect of year-to-year fluctuations in the amount of current investment income available from endowment investment pools. These funds should be accounted for so that *all* income from the pools is distributed to the participating funds. The amount applicable to unrestricted current funds would be reported as endowment income. Any amounts set aside for a stabilization reserve should be shown as an allocation of the unrestricted current funds balance and appropriately reflected in the balance sheet as a subdivision of that balance. Amounts applicable to restricted current funds should be reported as additions to those fund balances, and amounts expended therefrom should be reported as restricted current funds revenue. Amounts unexpended would remain as balances to be carried forward to the next period.

(6) **Sales and Services of Educational Activities.** Includes (1) revenues that are related incidentally to the conduct of instruction, research, and public service and (2) revenues of activities that exist to provide an instructional and laboratory experience for students and that incidentally create goods and services that may be sold to students,

faculty, staff, and the general public. The type of service rendered takes precedence over the form of agreement by which these services are rendered. Examples of revenues of educational activities are film rentals, sales of scientific and literary publications, testing services, and sales of products and services of dairy creameries, food technology divisions, poultry farms, and health clinics (apart from student health services) that are not part of a hospital. Revenues generated by hospitals (including health clinics that are a part thereof) should be classified as sales and services of hospitals.

(7) **Sales and Services of Auxiliary Enterprises.** All revenues generated through operations by auxiliary enterprises. An auxiliary enterprise is an entity that exists to furnish goods or services to students, faculty, or staff and that charges a fee directly related to, although not necessarily equal to, the cost of the goods or services. The general public incidentally may be served by some auxiliary enterprises.

Auxiliary enterprises usually include residence halls, food services, intercollegiate athletics (if essentially self-supporting), college unions, college stores, and such services as barber shops, beauty parlors, and movie theaters. Even though they may serve students and faculty, hospitals are classified separately because of their size and relative financial importance.

This category is limited to revenues derived directly from the operation of the auxiliary enterprises themselves. Revenues from gifts, grants, or endowment income restricted for auxiliary enterprises should be reported under their respective source categories.

(8) **Sales and Services of Hospitals.** Revenues (net of discounts, allowances, and provision for doubtful accounts) generated by hospitals from daily patient, special, and other services. Revenues of health clinics that are part of a hospital should be included in this category. Not included are revenues for research and other specific-purpose gifts, grants, or endowment income restricted to the hospital. Such funds should be included in the appropriate revenue sources described above.

(9) **Other Sources.** All sources of current funds revenue not indicated in other classifications. Examples are interest income and gains and losses on investments in current funds, miscellaneous rentals and sales, expired term endowments, and terminated annuity or life income agreements, if not material.

(10) **Transfers from Other Funds.** Unrestricted amounts transferred from other fund groups back to the current funds group are not considered revenues of the current funds. An example is the return of quasi-endowment funds from the endowment and similar funds to unrestricted current funds. Such amounts should be identified separately and included under nonmandatory transfers.

(11) **Independent Operations.** All revenues associated with operations independent of or unrelated to the primary missions of the institution (instruction, research, public service), although they may indirectly contribute to the enhancement of these primary missions. This category generally includes those revenues associated with major federally funded research laboratories and other operations not considered an integral part of the institution's educational, auxiliary enterprise or hospital activities. Such revenues include not only those derived from sales and services of such operations but all other revenue for research and other grants, gifts, or appropriations restricted to these operations. This category does not include the net profit (or loss) from operations owned and managed as investments of the institution's endowment funds.

b) **Current Funds Expenditures and Transfers by Function.** Current funds expenditures represent the costs incurred for goods and services used in the conduct of the institution's operations. They include the acquisition cost of capital assets, such as equipment and library books, to the extent current funds are budgeted for and used by operating departments for such purposes. If the amount of ending inventories or the cost of services benefiting subsequent fiscal periods is material (in terms of effect on financial statements), both inventories and deferred charges should be recorded as assets, and previously recorded expenditures should be appropriately decreased. In a subsequent fiscal period these inventories and deferred charges as consumed should be included as expenditures of that period. Significant inventories of materials are usually present in central stores.

Transfers are amounts moved between fund groups to be used for the objectives of the recipient fund group. Expenditures and transfers may be classified in a variety of ways to serve a variety of purposes. Some of the factors bearing on the desired classification are:

- The context in which appropriations, gifts, grants, and other sources of revenue are made to the institution
- The mode best suited for preparing and executing the budget

- The form that best serves the needs for financial reporting
- The presentation that will improve the quality of comparative studies among institutions

Thus, expenditures and transfers may be classified in terms of programs, functions, organizational units, projects, and object classes. It is suggested that the following functional classification be followed:

(1) **Educational and General Expenditures.** Current funds expenditures relating to the following:

(a) **Instruction.** Includes expenditures for all activities that are part of an institution's instruction program. Expenditures for credit and noncredit courses, for academic, vocational, and technical instruction, for remedial and tutorial instruction, and for regular, special, and extension sessions should be included. Expenditures for departmental research and public service that are not separately budgeted should be included in this classification. This category *excludes* expenditures for academic administration when the primary assignment is administration.

(b) **Research.** Includes all expenditures for activities specifically organized to produce research outcomes, whether commissioned by an agency external to the institution or separately budgeted by an organizational unit within the institution. Subject to these conditions, this category includes expenditures for individual and/or project research as well as expenditures of institutes and research centers. This category does not include all sponsored programs nor is it necessarily limited to sponsored research, since internally supported research programs, if separately budgeted, might be included in this category under the circumstances described above. Expenditures for departmental research that are separately budgeted specifically for research are included in this category.

(c) **Public Service.** Includes funds expended for activities that are established primarily to provide noninstructional services beneficial to individuals and groups external to the institution. These activities include community service programs (excluding instructional activities) and cooperative extension services. Included in this category are conferences, institutes, general advisory services, reference bureaus, radio and television, consulting, and similar noninstructional services to particular sectors of the community.

(d) **Academic Support.** Includes funds expended primarily to provide support services for the institution's primary missions—

instruction, research, and public service. This category includes (1) retention, preservation, and display of educational materials; (2) the provision of services that directly assist the academic functions of the institution; (3) media; (4) academic administration and personnel development that provides administrative support and management direction for accomplishing the three primary missions, and (5) separately budgeted support for course and curriculum development.

(e) **Student Services.** Includes funds expended for the offices of admissions and registrar and those activities whose primary purpose is to contribute to the student's emotional and physical well-being and to his or her intellectual, cultural, and social development outside the context of the formal instruction program. This category includes expenditures for student activities, cultural events, student newspapers, intramural athletics, student organizations, intercollegiate athletics (if the program is operated as an integral part of the department of physical education and not as an essentially self-supporting activity), counseling and career guidance (excluding informal academic counseling by the faculty), student-aid administration, and student health service (if not operated as an essentially self-supporting activity).

(f) **Institutional Support.** Includes expenditures for:

i) Central executive-level activities concerned with management and long-range planning of the entire institution

ii) Fiscal operations

iii) Administrative data processing

iv) Space management

v) Employee personnel and records

vi) Logistical activities that provide procurement, storerooms, safety, security, printing, and transportation services to the institution

vii) Support services to faculty and staff that are not operated as auxiliary enterprises

viii) Activities concerned with community and alumni relations, including development and fund raising

Appropriate allocations of institutional support should be made to auxiliary enterprises, hospitals, and any other activities *not* reported under the E&G heading of expenditures.

(g) **Operation and Maintenance of Plant.** Includes all expenditures of current operating funds for the operation and maintenance of physical plant, in all cases net of amounts charged to auxiliary enterprises, hospitals, and independent operations. Expenditures made from the institutional plant fund accounts are not included. The category does include all expenditures for operations established to provide services and maintenance related to grounds and facilities. Also included are utilities, fire protection, property insurance, and similar items.

(h) **Scholarships and Fellowships.** Includes expenditures for scholarships and fellowships in the form of outright grants to students selected by the institution or from an entitlement program, and financed from current funds, restricted or unrestricted. This category also should include trainee stipends, prizes, and awards, except trainee stipends awarded to individuals who are not enrolled in formal course work, which should be charged to instruction, research, or public service, as appropriate.

(2) **Mandatory Transfers.** Includes transfers, from current funds to other fund groups, arising out of (1) binding legal agreements related to the financing of educational plant, such as amounts for debt retirement, interest, and required provisions for renewals and replacements of plant, not financed from other sources, and (2) grant agreements with agencies of the federal government, donors, and other organizations to match gifts and grants to loan and other funds. Mandatory transfers may be required to be made from either unrestricted or restricted current funds.

(3) **Nonmandatory Transfers.** Includes those transfers, from current funds to other fund groups, made at the discretion of the governing board to serve a variety of objectives, such as additions to loan funds, additions to quasi-endowment funds, general or specific plant additions, voluntary renewals and replacements of plant, and prepayments on debt principal.

(4) **Auxiliary Enterprises.** Identified by using the same general criteria as for E&G expenditures. This expenditure category includes the following subcategories:

(a) Auxiliary Enterprises—Student

(b) Auxiliary Enterprises—Faculty/Staff

(c) Intercollegiate Athletics

(d) Mandatory Transfers/Auxiliary Enterprises

(5) **Hospitals.** Includes all expenditures and mandatory transfers associated with the patient-care operations of the teaching hospital, including nursing and other professional services, general services, administrative services, fiscal services, and charges for physical plant operations and institutional support. Also included are other direct and indirect costs, whether charged directly as expenditures or allocated as a proportionate share of costs of other departments or units. Expenditures for those activities that take place within the hospital, but that are categorized more appropriately as instruction or research, should be excluded from this category and accounted for in the appropriate categories.

(6) **Independent Operations.** Includes expenditures and mandatory transfers of those operations that are independent of (or unrelated to), but that may enhance the primary missions of, the institution. This category generally is limited to expenditures associated with major federally funded research laboratories. It excludes expenditures associated with property owned and managed as an investment of the institution's endowment funds.

3. **Merit-Based Student Assistance.**

a) **Type of Awards.**

(1) Merit-Based Scholarships. Grants to students awarded on the basis of outstanding scholarship or special talents.

(2) Assistantships. Usually include tuition remission and require performance of services on the part of the student.

(3) Traineeships or Fellowships.

b) **Number of Awards.**

c) **Amount of Awards.**

(1) Stipend. Amount of income received through financial aid.

B. **Student Demand for Programs and Services**

1. **Demand for Instructional Services.** Student demand for instructional services is measured in many ways (student credit hours, contact hours, and FTE).

   a) **Student Credit Hour (SCH).** A unit of measure that represents one student engaged in an activity for which one hour of credit toward a degree or other certificate is granted upon successful completion. Total student credit hours for a course are calculated by multiplying the course's credit-hour value by the number of students enrolled in the course.

   b) **Student Contact Hour.** A unit of measure that represents an hour of scheduled instruction given to students. The total number of hours spent by all students in scheduled instructional activities during a specified period of time can be determined as follows: if a course with an enrollment of 20 students meets three hours per week for 15 weeks, the number of student contact hours is 20 x 3 x 15 = 900. Similarly, if a course with an enrollment of 20 students meets eight hours per day for two days, the number of student contact hours is 20 x 8 x 2 = 320.

   c) **Full-Time Equivalent.** A constructed count of the equivalent number of full-time students enrolled in courses as of an official census date, by unit/department of instruction or by student program. Calculated by dividing total number of student credit hours (SCH) produced by the unit, department, or program by the number of SCH taken by a full-time student (as determined by the institution).

   d) **Headcount Enrollment.** The number of students enrolled as of an official census date. Varieties of distinction may be found useful.

      (1) **Credit Status.**

         (a) Credit

         (b) Noncredit

      (2) **Time.**

         (a) Regular Day Program

         (b) Evening

         (c) Summer

         (d) Weekend

         (e) Other

(3) **Location.**

(a) On-Campus

(b) Off-Campus

(c) Study Abroad

e) **Course Level.** The level of offering for instructional courses at postsecondary education institutions. Course levels are assigned relative to the intended degree of complexity or expected level of student comprehension rather than by the student level of those enrolled in the course. The course levels typically include:

(1) **Lower Division.** Course offerings at a level of comprehension usually associated with freshman and sophomore students.

(2) **Upper Division.** Course offerings at a level of comprehension usually associated with junior or senior students. Jointly offered upper division and graduate courses should be classified as upper division.

(3) **Graduate/Professional.** Course offerings at a level of comprehension usually associated with postbaccalaureate students.

(4) **Other.** A course level to be used in situations where the previous three course levels are not appropriate (for example, in many noncredit instructional activities where level of comprehension specified according to student level has no meaning).

f) **Major.** The degree, diploma, or certificate program in which the student is enrolled. The NCES Classification of Instructional Programs (CIP) is recommended (see appendix A).

2. **Demand for Student Services.** Student services are those activities carried out with the objective of contributing to the emotional and physical well-being of the students, as well as to their intellectual, cultural, and social development outside the context of the institution's formal instruction program.

The student service program attempts to achieve this objective by (1) expanding the dimensions of the student's educational and social development by providing cultural, social, and athletic experiences; (2) providing those services and conveniences needed by students as members of an on-campus, resident student body; (3) assisting students in dealing with personal problems and relationships as well as with their transition from student to member of the labor force; and (4) administering a program of financial support for students. Demand for these services is measured in terms of either of the following:

a) Headcount of students served (number of students housed, number of students provided aid).

b) Number of service encounters in a specified period of time (number of meals served per week, number of placement interviews, student counseling sessions conducted per year).

IV. Outcomes

The outcomes of postsecondary education are extremely diverse. No single institution or program pursues all of them. Indeed, the diversity of American higher education is determined in large measure by differences in outcomes pursued and produced in various institutions and programs. This diversity, coupled with the difficulty of measuring many of the outcomes, precludes *standard* definition and measurement of outcomes. (Counting the number of degrees/diplomas/certificates awarded is an exception.) In recognition of this fact, the following *categories* of *kinds* of outcomes are presented as a basis for further elaboration by the institutions and programs.

A. Institutional Outcomes

1. **Knowledge.** Understandings of general or specific facts, processes, theories, and methodologies.
2. **Skills.** Attainment of academic, communication, leadership/interpersonal, vocational, and other types of skills.
3. **Values/Beliefs.** Development of appropriate affective characteristics.
4. **Relationships/Behavioral Measures.** Development of a particular status or relationship with an external body.
   - a) Degree/Diploma/Certificate Granted.
   - b) Average Length of Time to Degree.
   - c) Year-to-Year Retention.
   - d) Academic Delinquency Rates.
   - e) Alumni Follow-Up/Satisfaction.
   - f) Grade Distributions.
   - g) Occupations of Graduates. The U.S. Department of Commerce's Standard Occupational Classification is recommended.

B. **Program Outcomes**

Among similar types of programs, particularly professional or vocational programs, the kinds of outcomes considered most important are much less diverse than for institutions. Indeed for many programs, it is possible to specify a set of outcomes considered as conditions of an individual's program completion. Each program would have to develop independently its own list of outcomes. As a consequence, only general categories rather than specific data items are presented here.

1. **Knowledge.** Understandings of general or specific facts, processes, theories, and methodologies.
2. **Skills.** Attainment of academic, communication, leadership/interpersonal, vocational, and other types of skills.
3. **Values/Beliefs.** Development of appropriate affective characteristics.
4. **Relationships/Behavioral Measures.** Development of a particular status or relationship with an external body.
    - a) Number of Graduates in Specified Employment Settings (including further education).
    - b) Occupation of Graduates.
    - c) Average Length of Time to Degree.
    - d) Percent of Graduates Passing Licensing/Certification/Registering Exams on First Attempt.
    - e) State Board Exam—Mean Score of Graduates.
    - f) Year-to-Year Retention.
    - g) Academic Delinquency Rates.
    - h) Leaver. A student who is enrolled in a program and does not register the next term and does not return the next term and who has not completed the program.
        - (1) With Skills. A student who has left the institution without completing the program and has enough skills to obtain a job in the field and/or successfully transfer to another institution with the credits accepted.
        - (2) Without Skills. A student who has left the program without sufficient skills to obtain a job in the field and/or who cannot successfully transfer to another institution with credits accepted.

i) Alumni Follow-Up/Satisfaction.

j) Employer Follow-Up/Satisfaction.

k) Average Credit Hours Earned in Major.

l) Grade Distribution.

m) Number and Dollars of Research Grants or Contracts Applied For/Received.

n) Membership Status in Professional Societies.

o) Honors and Awards.

Chapter 5

Data Collection Formats and Indicators for Institutions

The previous chapters of this document dealt with the building blocks—the individual data elements typically used in the institutional or programmatic accreditation processes. These data elements have little meaning when viewed in isolation. They are most useful when they are combined to convey information to an institution or a program about itself, which can then be used for accreditation activities. This chapter contains basic data collection formats that illustrate ways of combining the data items and categories listed in chapters 3 and 4, which can be used to acquire basic data for institutional accreditation.

The data collection formats form the basis for developing indicators that can provide information about an institution's resources and that can monitor changes in its condition and operation. Frequently presented in the form of ratios, such indicators are quite useful in transforming data into information. When correlated and viewed over time, these indicators provide insight into areas of institutional strength and weakness. Consider, for example, the indicator for acceptance rates. This indicator is based on the ratio of acceptances to the number of applicants. Properly understood, this indicator shows the drawing power of an institution and the selectivity an institution exercises in accepting students from its applicant pool. As such, this ratio serves as a measure of flexibility. It does not necessarily reflect institutional quality, as many are led to believe. As this ratio increases and the institution accepts a greater number of its applicants, the probability increases that the college will be affected by fluctuations in student markets. In other words, institutions that accept a high percentage of their applicants have less flexibility to increase enrollments or change their demographic mix should the number of applicants decrease.

A note of caution is in order regarding the interpretation of indicators. When making a diagnosis, one should not view any individual indicator in isolation; rather, one should look at a group of indicators, just as a medical doctor looks for a specific combination of symptoms. In institutional assessment, only a combination of factors allows one to accurately identify strengths and weaknesses in educational programs and services.

Because self-assessment emphasizes trend analysis, longitudinal studies of indicators are recommended. Typically, having five years of data is most useful.

The remainder of this chapter is divided into two sections. In the first, data collection formats are presented that show ways to combine the data elements from chapters 3 and 4. A partial list of indicators for institutions follows in the second section.

Illustrations of Institutional Level Data Collection Formats

The following section illustrates appropriate ways of combining the data elements and categories listed in chapters 3 and 4 to form data collection formats that can be used to acquire basic data at the *institutional* level. It is useful to have five years of data so that changes in the condition of the institution can be monitored. It is not expected that every data collection format will be appropriate for every national or regional accrediting body. It is recommended that accrediting agencies select only those formats that are appropriate. In addition, the data collection formats are not all inclusive—many other formats can be designed from the data items collected.

A. Institutional Characteristics

1. Institutional Name, Address, and Phone Number
2. Type of Institution ______________________________
3. Control (check one)
   a) ______ Public
   b) ______ Private, Organized as Profit Making
   c) ______ Private, Organized as Nonprofit
4. Institutional Calendar (check one)
   a) ______ Quarter
   b) ______ Semester
   c) ______ Trimester
   d) ______ 4-1-4
   e) ______ Continuous Term

5a. National/Regional Agencies Accrediting Institution ______________________

5b. Specialized Agencies Accrediting Programs within the Institution ______________

6. Degree Level at Which Institution is Accredited (check all that apply)
   a) ______ Postsecondary Certificate or Diploma (less than one year)
   b) ______ Postsecondary Certificate or Diploma (one but less than four years)
   c) ______ Associate's
   d) ______ Bachelor's
   e) ______ Master's
   f) ______ First-Professional
   g) ______ Doctoral
7. Level of Degrees Awarded (check all that apply)
   a) ______ Postsecondary Certificate or Diploma (less than one year)
   b) ______ Postsecondary Certificate or Diploma (one but less than four years)
   c) ______ Associate's
   d) ______ Bachelor's
   e) ______ Master's
   f) ______ First-Professional
   g) ______ Doctoral
8. Normal Full-Time Academic Load at the Institution
   a) Student Credit Hours (SCH) or Contact Hours Per Term ________
   b) Other (Specify) ________
9. Student Charges
   a) Undergraduate Tuition Per Year $ ________
   b) Required Fees $ ________
   c) Room and Board $ ________
10. Requirements for Undergraduate Admission to the Institution
   a) Prior Education (check one)
      ______ None
      ______ High School Diploma or G.E.D.
      ______ Associate's Degree
      ______ Other (specify)
   b) Minimum Test Scores

Name of Test	**Minimum Test Score***
ACT	
SAT	
Other (list)	

   c) Minimum Class Rank ______

*Select those tests that are applicable.

B. Headcount Employees

Personnel	Employment Status			Full-Time Equivalent**
	Regular Full-Time*	Regular Part-Time*	Adjunct/Visiting/ Other	
1. Executive/Administrative/ Managerial Professionals			Not Applicable (NA)	
2. Instruction/Research Professionals				
3. Specialist/Support Professionals			NA	
4. Technical Employees			NA	
5. Office/Clerical Employees			NA	
6. Crafts and Trades Employees			NA	
7. Service Employees			NA	
8. Total (sum of lines 1-7)			NA	

*Entries are headcount
**Entries are FTEs

C. Faculty Characteristics

	Employment Status*			
	Regular Full-Time	Regular Part-Time	Adjunct/Visiting/Other	Total
1. Total # (should equal line 2 on format B— Headcount Employees)				
2. Race				
a) Black, Not of Hispanic Origin				
b) Hispanic				
c) Asian or Pacific Islander				
d) American Indian/Alaskan Native				
e) White, Not of Hispanic Origin				
f) Nonresident Alien				
g) Unknown				
3. Sex				
a) Male				
b) Female				
4. Tenure Status				
a) Tenure-Track				
(1) Tenured (Total)				
(2) Nontenured				
b) Contractual				
5. Rank				
a) Professor				
b) Associate Professor				
c) Assistant Professor				
d) Instructor				
e) Lecturer				
f) Graduate Research Associate/Assistant				
g) Graduate Teaching Associate/Assistant				
h) Undesignated				
6. Highest Educational Credential				
a) No Academic Credential				
b) High School Diploma or Equivalent				
c) Postsecondary Certificate or Diploma (less than one year)				
d) Postsecondary Certificate or Diploma (one but less than four years)				
e) Associate's Degree				
f) Bachelor's Degree				
g) Master's Degree				
h) First-Professional Degree				
i) Doctoral Degree				

*Entries are headcount.

D. Physical Facilities

Room Type	Size—Net Assignable Area (in square feet)	Number of Rooms	Number of Stations
1. On-Campus			
a) Classroom			
b) Class Laboratory			
c) Special-Class Laboratory			
d) Individual-Study Laboratory			
e) Nonclass (Research) Laboratory			
f) Office			
g) Study (Library)			
h) Special-Use			
i) General-Use			
j) Support			
k) Health-Care			
—Patient Care Rooms			
—Other			
l) Residential			
2. Other Locations (e.g., clinical sites) Describe			

3. Maintenance of Facilities

Facilities	Dollars
a) Replacement Cost for Total Physical Plant (or insured value)	$
b) Expenditures for Renovation	$

E. **Equipment Owned by the Institution**

Equipment	Dollars
1. Book Value	$
2. Replacement Cost (or insured value)	$

F. Collections—In Library

	Volumes Held	Title Count
1. Collection Resources		
a) Print and Other Textual Materials		
(1) Legible without Magnification		
(2) In Microform		
(3) Manuscripts and Archives		
b) Audiovisual Materials		
(1) Cartographic		
(2) Graphic		
(3) Audio		
(4) Motion Pictures and Video		
(5) Multimedia		
(6) Three-Dimensional		
(7) Machine-Readable		
2. Acquisitions in Year		
a) Print and Other Textual Materials		
(1) Legible without Magnification		
(2) In Microform		
(3) Manuscripts and Archives		
b) Audiovisual Materials		
(1) Cartographic		
(2) Graphic		
(3) Audio		
(4) Motion Pictures and Video		
(5) Multimedia		
(6) Three-Dimensional		
(7) Machine-Readable		

G. **Financial Resources***

1. Balance Sheet
(Entries are $ amounts)

	Current Funds		Loan Funds	Endowment and Similar Funds		Annuity and Life Income Funds	Plant Funds
	Unrestricted	Restricted		True	Quasi		
a) Assets							
(1) Cash							
(2) Investments							
(3) Accounts Receivable							
(4) Notes Receivable							
(5) Undrawn Appropriations							
(6) Inventories							
(7) Prepaid Expenses, etc.							
(8) Institutional Plant							
(9) Interfund Borrowing—Due From							
(10) Total Assets (sum of 1-9)							
b) Liabilities							
(1) Accounts Payable & Accrued Liability							
(2) Notes, Bonds, and Mortgages Payable							
(3) Student Deposits							
(4) Deferred Revenues/ Credits							
(5) Interfund Borrowing—Due To							
(6) Total Liabilities (sum of 1-5)							
c) Fund Balances							
(1) For Current Operations—Unrestricted							
(2) For Current Operations—Restricted							
(3) Board Designated Funds							
(4) Restricted to Other than Current Purposes							
(5) Net Investment in Institutional Plant							
(6) Total Fund Balances							
(7) Total Liabilities and Fund Balances							

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*A number of worksheets in this section are based on formats described in the NACUBO publication *Financial Self-Assessment: A Workbook for Colleges* by Nathan Dickmeyer and K. Scott Hughes (1980).

G. **Financial Resources**—continued

2. Revenues by Source for the Institution (Entries are $ amounts)

Source	Restrictions		Total
	Unrestricted	Restricted	
a) Tuition and Fees			
b) Governmental Appropriations			
c) Governmental Grants and Contracts			
d) Private Gifts, Grants, and Contracts			
e) Endowment Income			
f) Sales and Services			
g) All Other			
h) Total (sum of a-g)			

3. E&G Expenditures by Function

Function	$ Amounts
a) Instruction	
b) Research	
c) Public Service	
d) Academic Support	
e) Student Services	
f) Institutional Support	
g) Operation and Maintenance of Plant	
h) Scholarships and Fellowships	
i) Total E&G Expenditures (sum of a-h)	
j) Mandatory Transfers	
k) Total Expenditures and Mandatory Transfers (sum of i & j)	

4. E&G Expenditures by Object of Expenditure

Objects of Expenditure	$ Amounts
a) Faculty Salaries & Benefits	
b) Other Salaries & Benefits	
c) Supplies	
d) Travel	
e) Purchased Services	
f) Equipment	
g) Library Books	
h) Other	
i) Total (should equal line 3i)	

H. **Institutional Admissions Data for Entering Students**

	Student Level			
	First-Time Freshmen	Undergraduate Transfers*	Graduate	First-Professional
1. No. of Applicants				
2. No. of Acceptances				
3. No. of Enrollees (1st-Time Students)				
4. Enrollment Status				
a) Full-Time				
b) Part-Time				
c) Total (should equal line 3)				
5. Geographic Origin				
a) In-District (if applicable)				
b) In-State but Out-of-District (if applicable)				
c) In-State				
d) Out-of-State				
e) Foreign				
f) Total (should equal line 3)				
6. Average Aptitude/Standardized Test Scores of Enrollees				
7. Rank in High School Class of Entering Students, 1st-time freshmen only (% of line 3)		NA	NA	NA
a) % Rank Unknown				
b) % 91st-100th Percentile				
c) % 81st-90th Percentile				
d) % 71st-80th Percentile				
e) % 61st-70th Percentile				
f) % 51st-60th Percentile				
g) % 26th-50th Percentile				
h) % < 25th Percentile				
i) Total	100%			

*For transfer students use lines 1-5 and delete 6 and 7.
Add 6: Average GPA at Previous Institution.

I. Institutional Enrollment Data

(Entries are headcount of students enrolled in the institution.)

	Student Level**										
Descriptors	1st-Time Freshmen	Other 1st Year	2nd Year	3rd Year	4th Year	Total Undergraduate	1st-Professional	Graduate 1st-Time	All Other Graduate	Unclassified	Grand Total
1. Totals*											
2. Enrollment Status ***											
a) Full-Time											
b) Part-Time											
3. Sex ***											
a) Male											
b) Female in the institution											
4. Race ***											
a) Black, Not of Hispanic Origin*											
b) Hispanic											
c) Asian or Pacific Islander											
d) American Indian/ Alaskan Native											
e) White, Not of Hispanic Origin											
f) Nonresident Alien											
g) Unknown											
5. Age ***											
a) Under 18											
b) 18-19											
c) 20-21											
d) 22-24											
e) 25-29											
f) 30-34											
g) 35-39											
h) 40-49											
i) 50-64											
j) 65 and Older											
k) Unknown											

*Include all students formally recognized as having enrolled/matriculated in the institution.

**Use only columns appropriate to institution.

***Subcategories should add to line 1.

J. **Levels of Activity** (Most Recent Complete Fiscal Year)

	Course Level				
	Lower Division	**Upper Division**	**Undergraduate Total**	**1st-Professional & Graduate**	**Total**
1. FTE Enrollment (FTE = FT + PT Equivalent)					
2. Number of Student Credit Hours (SCH)					
3. Number of SCH Taught by Full Time Faculty					

K. **Distribution of Instructional Activities**

1. Enrollments by Credit Status, Time, and Location

Modes	**Number of Course Enrollments**
a) Credit Status	
(1) Credit	
(2) Noncredit	
b) Time	
(1) Regular Day Programs	
(2) Evening	
(3) Summer	
(4) Weekend	
(5) Other	
c) Location	
(1) On-Campus	
(2) Off-Campus	
(3) Study Abroad	
(4) Other	

2. Instruction by Class Size Categories

Class Size Categories	**Number of Class Meetings Per Week**	
	On-Campus	**Off-Campus**
a) < 10		
b) 11-20		
c) 21-30		
d) 31-40		
e) 41-50		
f) 51-75		
g) 76-100		
h) > 100		
i) Total		

3. Instruction by Type of Facilities Utilized

Facility	**Student Contact Hours/Week of Regularly Scheduled Instruction**
a) Classrooms	
b) Class Laboratory	
c) Other Laboratory	
d) Clinical Settings (Special Use Facilities & Patient Care Facilities)	
e) Other	

L. **Faculty Time Allocation**

1. Total FTE Faculty ________ (Same as form B, line 2)

2. Of this total number, approximately what proportion of assignable time was devoted to
   - a) Instruction ________
   - b) Advising ________
   - c) Research ________
   - d) Service ________
   - e) Other (Specify) ________

M. Degree/Diploma/Certificate Awarded Current-Year Graduates

	Level of Certificate/Degree							
	Postsecondary Education Certificate ‹ 1 Year	**Postsecondary Education Certificate › 1 ‹ 4**	**Associate's**	**Bachelor's**	**Master's**	**First-Professional**	**Doctoral**	**Total**
1. Total								
2. Of this total, how many were awarded to								
a) Men								
b) Women								
3. Of this total, how many were awarded to								
a) Blacks, non-Hispanic								
b) Hispanics								
c) Asian/Pacific Islander								
d) American Indian/ Alaskan Native								
e) White, non-Hispanic								
f) Nonresident Alien								
g) Unknown								
4. Citizenship								
a) U.S. Citizens								
b) Foreign Nationals								
5. Of this total, how many entered institution								
a) ‹ 1 yr ago								
b) ›1‹2 yrs ago								
c) ›3‹4 yrs ago								
d) ›4‹5 yrs ago								
e) ›5‹6 yrs ago								
f) ›6‹7 yrs ago								
g) › 7 yrs ago								
6. Degrees awarded by program (Appendix A)								
01								
02								
.								
.								
.								
50								

Indicators that Provide Some Basic Information About Institutions

The "monitoring indicators" illustrated in this section have been selected to provide useful information about the status of *institutions.* These indicators are intended to be illustrative—to show how the descriptive data contained in the formats in the previous section can be utilized in developing ratios and trends that help provide an overview of an institution's condition and operations.

The indicators presented here are by no means exhaustive of the possibilities: experienced users will inevitably identify many others that can be formed from the data available and that provide the user with meaningful insights into institutional strengths and weaknesses.

Because trends tend to be more revealing than absolute numbers in most cases, five years or so of data for each of these indicators is desirable. As noted in the introduction, there is need for careful interpretation of these ratios. Taken together they provide a rough map of the terrain; taken individually they are interesting characteristics of the landscape that by themselves offer little guidance.

I. Basic Descriptors

A. Acceptance Rate

Calculation: Number of applicants accepted ÷ Number of applicants = Form H, line 2 ÷ Form H, line 1

B. Enrollment Rate

Calculation: Number of acceptances enrolled ÷ Number of applicants accepted = Form H, line 3 ÷ Form H, line 2

C. Sources of Students (Entering Students)

Calculation: In-state students enrolled (by level) ÷ Total students enrolled (by level) = Form H, line 5c ÷ Form H, line 5f

D. International Source (Entering Students)

Calculation: Number of foreign students enrolled (by level) ÷ Total number of students enrolled (by level) = Form H, line 5e ÷ Form H, line 5f

E. Programmatic Concentration

Calculation: Percentage of degrees earned in three largest programs = Form M, line 6

II. Resource Status Indicators

A. Faculty

1. Full-Timeness of Faculty

Calculation: Full-time faculty ÷ FTE total faculty = Form B, line 2 [full-time headcount column] ÷ Form B, line 2 [FTE column]

2. Tenure Status

Calculation: Number of full-time tenured faculty ÷ Total full-time tenure-track faculty = Form C, line 4a(1) ÷ Form C, line 4a [full-time column]

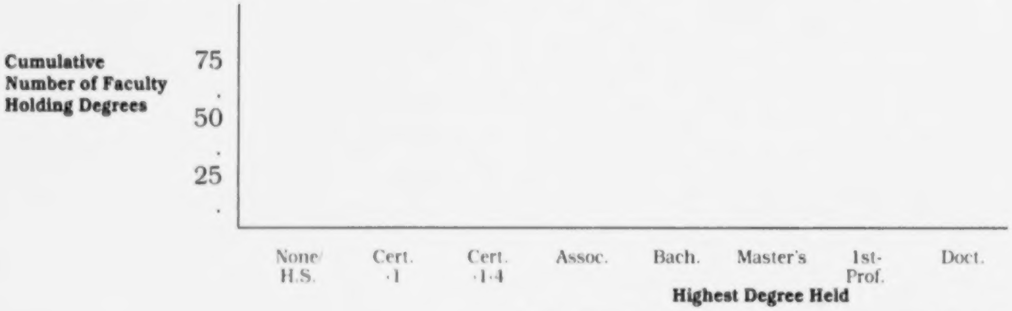
and

Number of part-time tenured faculty ÷ Total part-time tenure-track faculty = Form C, line 4a(1) ÷ Form C, line 4a [part-time column]

3. Faculty Development

Calculation: Expenditures for sabbaticals and travel ÷ Expenditures for instruction = Form G, line 4d ÷ Form G, line 3a

4. Academic Preparation of Faculty



Plot separate graphs for full-time and part-time faculty
Data from Form C, line 6a-i

B. Facilities

Rate of Replacement and Renovation

Calculation: Current replacement cost of plant ÷ Expenditures for renovation = Form D, line 3a ÷ Form D, line 3b

C. Equipment Replacement Rate

Calculation: Replacement cost of equipment ÷ Expenditures on equipment = Form E, line 2 ÷ Form G, line 4f

D. Financial Resources

1. Short-Term Unrestricted Current Funds

Calculation: Unrestricted current funds assets ÷ Unrestricted current funds liabilities = form G, line 1a(10) ÷ Form G, line 1b(6)

2. **Intermediate Term—Available Funds**

Calculation: Unrestricted current funds balance plus quasi-endowment market value ÷ Educational and general expenditures plus mandatory transfers (E&G + MT) = Form G, line 1c(1) plus Form G, line 1c(6) quasi-endowment column ÷ Form G, line 3k

3. **Long-Term—Endowment**

Calculation: Endowment market value ÷ (E&G + MT) = Form G, line 1c(6) endowment column ÷ Form G, line 3k

4. **Debt Service to Revenue Ratio**

Calculation: Debt service due ÷ Current funds revenues = Form G, line 1b(2) ÷ Form G, line 2h

5. **Financial Dependency**

Calculation: $ from largest source of current funds revenues ÷ Total current funds revenues = Form G, line 2 [largest of a-g] ÷ Form G, line 2h

6. **Student-Derived Revenue Trends**

Calculation: Net student revenue = Tuition and fees minus scholarships and fellowships from unrestricted funds revenues = Form G, line 2a minus Form G, line 3h

E. **Students**

1. **Ability**

Average test scores of entering students or percentage of entering students from X percent of high school class = form H, line 6 or Form H, line 7

2. **Full-Timeness of Undergraduate Student Body**

Calculation: Full-time undergraduate students ÷ FTE undergraduate students = Form I, line 2a [total undergraduate column] ÷ Form J, line 1 [total undergraduate column]

III. Resource Utilization Measures

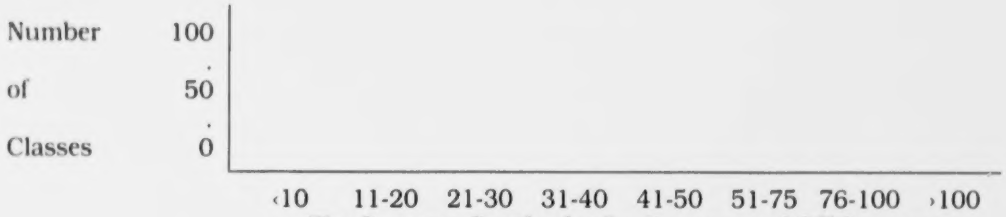
A. Resource Allocation Indicators

1. **Student to Faculty Ratio**
   Calculation: FTE students ÷ FTE faculty = Form J, line 1 ÷ Form B, line 2
   or
   Total student credit hours ÷ FTE faculty = Form J, line 2 ÷ Form B, line 2

2. **Instruction by Full-Time Faculty**
   Calculation: Number of undergraduate student credit hours taught by full-time faculty ÷ Total undergraduate student credit hours = Form J, line 3 ÷ Form J, line 2

3. **Student Services Support**
   Calculation: Total student headcount ÷ FTE student services professional staff (counseling, placement) = Form I, line 1 ÷ Form B, line 3

4. **Distribution of Class Sizes**



Plot Separate Graphs for On-Campus and Off-Campus
Data from Form K, line 2a-h

5. **Instructional Expenditures per FTE Student**
   Calculation: Instructional expenditures ÷ Total FTE enrollment = Form G, line 3a ÷ Form J, line 1

6. **Student Services Expenditures per Student**
   Calculation: Student services expenditures ÷ Total headcount enrollment = Form G, line 3e ÷ Form I, line 1

7. Allocation of Faculty Resources

Function	Allocation of Faculty* (Entries are proportions)
Instruction*	
Advising	
Research	
Service**	
Other	
Total	100%

*Data from Form L, lines 2a-3

8. Allocation of Financial Resources

Function	E&G Expenditures* $	% of Total
Instruction		
Research		
Public Service		
Academic Support		
Student Services		
Institutional Support		
Operation & Maintenance of Physical Plant		
Scholarships & Fellowships		
Total E&G Expenditures		100%

*Data from Form G, lines 3a-i

IV. Outcomes

A. Retention

Calculation: Number of returnees ÷ Number of potential returnees for degree seeking and non-degree seeking

B. Degrees/Program Completer

Calculation: Number of undergraduate students in an entering class who have completed program within one year after nominal length of program ÷ Number of students in entering class

C. Students Seeking Additional Degrees within One Year of Receiving Degree

Calculation: Number of undergraduate students from graduating cohort enrolled in advanced program within one year of receiving degree ÷ Number of students receiving degrees

Chapter 6

Data Collection Formats and Indicators for Programs

The third and fourth chapters of this document dealt with the building blocks—the individual data elements typically used in the institutional or programmatic accreditation processes. These data elements have little meaning when viewed in isolation. They are most useful when they are combined to convey information to an institution or a program about itself, which then can be used for accreditation activities. This chapter contains basic data collection formats that illustrate ways of combining the data elements and categories, which can be used to acquire basic data for programmatic accreditation.

The data collection formats form the basis for developing indicators that can provide information about a program's resources and that can monitor changes in its condition and operation. Frequently presented in the form of ratios, such indicators are quite useful in transforming data into information. When correlated and viewed over time, these indicators provide insight into areas of programmatic strength and weakness. Consider, for example, the indicator for tenure status. This indicator is based on the ratio of tenured faculty to total faculty. This indicator can easily monitor institutional flexibility. Programs that have a high proportion of tenured faculty may experience budget inflexibility when expenditures such as long-term salary contracts take an increased share of the budget. Programs with a high proportion of tenured faculty may want to offset this inflexibility with higher levels of revenues from outside sources, such as endowment income. For some programs, a high tenure ratio may suggest not merely budgetary inflexibility but a lack of vitality in instruction and research. Clearly, however, this may not be the case.

A note of caution is in order regarding the interpretation of indicators. When making a diagnosis, one should not view any individual indicator in isolation; rather, one should look at a group of indicators, just as a medical doctor looks for a specific combination of symptoms. In institutional assessment, only a combination of factors allows one to accurately identify strengths and weaknesses in educational programs and services.

Because self-assessment emphasizes trend analysis, longitudinal studies of indicators are recommended. Typically, having five years of data is most useful.

The remainder of this chapter is divided into two sections. In the first, data collection formats are presented that show ways to combine the data elements from chapters 3 and 4. A partial list of indicators that can be used for application at the program level follows.

Illustrations of Program Level Data Collection Formats

The following section illustrates appropriate ways of combining the data elements and categories listed in chapters 3 and 4 to form data collection formats that can be used to acquire basic data at the *program* level. It is useful to have five years of data so that changes in the condition of the program can be monitored.

The forms presented for the program level are extensive, and probably no accrediting association would use every part of each form. In other words, the forms are more complex than probably is needed, and the specialized accrediting associations are advised to select only the pieces of the forms that are appropriate.

I. Basic Descriptors

A. Institutional Characteristics— The Institutional Context within Which the Program Resides

1. Institutional Name, Address, and Phone Number
2. Control (check one)
   a) ______ Public
   b) ______ Private, Organized as Profit Making
   c) ______ Private, Organized as Nonprofit
3. Institutional Calendar (check one)
   a) ______ Quarter
   b) ______ Semester
   c) ______ Trimester
   d) ______ 4-1-4
   e) ______ Continuous Term
4. Agency Accrediting *Institution* within Which Program Is Housed ______________
5. Normal Full-Time Academic Load at the Institution
   a) Student Credit Hours (SCH) or Contact Hours Per Term ______
   b) Other (Specify) ______
6. Student Charges
   a) Undergraduate Tuition Per Year $ ______
   b) Required Fees (Institutional) $ ______
   c) Room and Board $ ______
7. Student Enrollments

	Student Level			
	Undergraduate	**1st-Professional**	**Graduate**	**Total**
a) Full-Time Headcount				
b) Part-Time Headcount				
c) Total Headcount (a + b)				
d) FTE = FT + FTE of PT				

8. Number of Faculty (Instruction/Research Professionals)—Headcounts
   a) Regular Full-Time ______
   b) Regular Part-Time ______
   c) Adjunct/Visiting/Other ______
9. Revenues by Sources for the Institution

	Restrictions (Entries are $ amounts)		
Source	**Unrestricted**	**Restricted**	**Total**
a) Tuition & Fees			
b) Governmental Appropriations			
c) Governmental Grants and Contracts			
d) Private Gifts, Grants, and Contracts			
e) Endowment			
f) Sales and Services of Educational Activities			
g) All Other			
h) Total (sum of a-g)			

10. E&G Expenditures by Function for the Institution

Function	**$ Amounts**
a) Instruction	
b) Research	
c) Public Service	
d) Academic Support	
e) Student Services	
f) Institutional Support	
g) Operation and Maintenance of Plant	
h) Scholarships and Fellowships	
i) Total E&G Expenditures (sum of a-h)	

B. **Program Characteristics**

1. Length of Program: Duration of Program for a Full-Time Student
Years ______ Or ______ Months

2. Level of Degrees Awarded (check all that apply)
   a) ______ Postsecondary Certificate or Diploma (less than one year)
   b) ______ Postsecondary Certificate or Diploma (one but less than four years)
   c) ______ Associate's Degree
   d) ______ Bachelor's Degree
   e) ______ Master's Degree
   f) ______ First-Professional Degree
   g) ______ Doctoral Degree

3. Program Content
   a) Student Credit Hours (SCH) or Contact Hours of Required Major Courses ______
   b) Student Credit Hours (SCH) or Contact Hours of Other Required Courses ______
   c) Student Credit Hours (SCH) or Contact Hours of Elective Courses ______
   d) Total Minimum No. of SCH or Contact Hours Required for Program Completion ______

4. Other Program Requirements
   a) Length of Time a Student Must Be in Residence* to Satisfy Program Requirements ______
   b) Length of Externship or Clinical Experience Required for Program Completion ______

5. Requirements for Admission to the Program
   a) Prior Education (Check)
      ______ None
      ______ High School Diploma or G.E.D.
      ______ Associate's Degree
      ______ Bachelor's Degree
      ______ Master's Degree
      ______ Other (Specify)
   b) Minimum Test Scores

Test	**Minimum Test Score for Each Level**
ACT	
SAT	
GRE	
GMAT	
etc.	

   c) Minimum Class Standing ______
   d) Other (describe) ______

6. Student Charges for This Program
   a) Tuition
      - Per Year $ ______
      or, if appropriate,
      - For Duration of Program $ ______
   b) Required Fees (Program Level) $ ______

7. Program Capacity (if appropriate) ______

*Period of concentrated program study as defined by the program.

C. Headcount Employees

	Employment Status			
Personnel	**Regular Full-Time***	**Regular Part-Time***	**Adjunct/Visiting/ Other**	**Full-Time Equivalent****
1. Executive/Administrative/ Managerial Professionals			Not Applicable (NA)	
2. Instruction/Research Professionals				
3. Specialist/Support Professionals			NA	
4. Technical Employees			NA	
5. Office/Clerical Employees			NA	
6. Crafts and Trades Employees			NA	
7. Service Employees			NA	
8. Total (sum of lines 1-7)			NA	

*Entries are headcount

**Entries are FTEs

D. **Faculty Characteristics**

	Employment Status*			Total
	Regular Full-Time	Regular Part-Time	Adjunct/Visiting/ Other	
1. Total # (should equal line 2 on format C— Headcount Employees)				
2. Race				
a) Black, Not of Hispanic Origin				
b) Hispanic				
c) Asian or Pacific Islander				
d) American Indian/Alaskan Native				
e) White, Not of Hispanic Origin				
f) Nonresident Alien				
g) Unknown				
3. Sex				
a) Male				
b) Female				
4. Tenure Status				
a) Tenure-Track				
(1) Tenured (Total)				
(2) Nontenured				
b) Contractual				
5. Rank				
a) Professor				
b) Associate Professor				
c) Assistant Professor				
d) Instructor				
e) Lecturer				
f) Graduate Research Associate/ Assistant				
g) Graduate Teaching Associate/ Assistant				
h) Undesignated				
6. Highest Educational Credential				
a) No Academic Credential				
b) High School Diploma or Equivalent				
c) Postsecondary Certificate or Diploma (less than one year)				
d) Postsecondary Certificate or Diploma (one but less than four years)				
e) Associate's Degree				
f) Bachelor's Degree				
g) Master's Degree				
h) First-Professional Degree				
i) Doctoral Degree				

*Entries are headcount.

E. Physical Facilities

Type of Facility	Size—Net Assignable Area (in square feet)	Number of Rooms	Number of Stations
1. On-Campus			
a) Classroom			
b) Class Laboratory			
c) Special-Class Laboratory			
d) Individual-Study Laboratory			
e) Nonclass (Research) Laboratory			
f) Office			
g) Study (Library)			
h) Special-Use			
i) General-Use			
j) Support			
k) Health-Care			
—Patient Care Rooms			
—Other			
l) Residential			
2. Other Locations (e.g., clinical sites) Describe			

F. Equipment Owned by the Accreditable Unit

Equipment	Dollars
1. Book Value	$
2. Replacement Cost (or insured value)	$

G. Library Collections—In Accreditable Unit

	Volumes Held	Title Count
1. Collection Resources		
a) Print and Other Textual Materials		
(1) Legible without Magnification		
(2) In Microform		
(3) Manuscripts and Archives		
b) Audiovisual Materials		
(1) Cartographic		
(2) Graphic		
(3) Audio		
(4) Motion Pictures and Video		
(5) Multimedia		
(6) Three-Dimensional		
(7) Machine-Readable		
2. Acquisitions in Year		
a) Print and Other Textual Materials		
(1) Legible without Magnification		
(2) In Microform		
(3) Manuscripts and Archives		
b) Audiovisual Materials		
(1) Cartographic		
(2) Graphic		
(3) Audio		
(4) Motion Pictures and Video		
(5) Multimedia		
(6) Three-Dimensional		
(7) Machine-Readable		

H. **Financial Resources***

1. Revenues by Source for the Accreditable Unit

Source	**$ Amounts**
a) Unrestricted	
(1) Institutional Allocation from General Funds	
b) Restricted Funds from the Following Sources	
(1) Tuition and Fees	
(2) Governmental Appropriations	
(3) Governmental Grants and Contracts	
(4) Private Gifts, Grants, and Contracts	
(5) Endowment Income	
(6) Sales and Services	
(7) All Other	
(8) Total Restricted	
c) Total Revenues (1)a + (1)b	

* A number of worksheets in this section are based on formats described in the NACUBO publication *Financial Self-Assessment: A Workbook for Colleges* by Nathan Dickmeyer and K. Scott Hughes (1980).

2. E&G Expenditures by Function by the Accreditable Unit

Function	**$ Amount**
a) Instruction	
b) Research	
c) Public Service	
d) Academic Support	
e) Student Services	
f) Institutional Support	
g) Operation and Maintenance of Plant	
h) Scholarships and Fellowships	
i) Total E&G Expenditures (sum of a-h)	

3. E&G Expenditures by Object of Expenditure for the Accreditable Unit

Objects of Expenditure	**$ Amounts**
a) Faculty Salaries & Benefits	
b) Other Salaries & Benefits	
c) Supplies	
d) Travel	
e) Purchased Services	
f) Equipment	
g) Library Books	
h) Other	
i) Total (should equal line 2i)	

I. Program Admissions Data for Entering Students

	Student Level			
	First-Time Freshmen	**Undergraduate Transfers***	**Graduate**	**First-Professional**
1. No. of Applicants				
2. No. of Acceptances				
3. No. of Enrollees (1st-Time Students)				
4. Enrollment Status				
a) Full-Time				
b) Part-Time				
c) Total (should equal line 3)				
5. Geographic Origin				
a) In-District (if applicable)				
b) In-State but Out-of-District (if applicable)				
c) In-State				
d) Out-of-State				
e) Foreign				
f) Total (should equal line 3)				
6. Average Aptitude/Standardized Test Scores of Enrollees				
7. Rank in High School Class of Entering Students, 1st-time freshmen only (% of line 3)		NA	NA	NA
a) % Rank Unknown				
b) % 91st-100th Percentile				
c) % 81st-90th Percentile				
d) % 71st-80th Percentile				
e) % 61st-70th Percentile				
f) % 51st-60th Percentile				
g) % 26th-50th Percentile				
h) % < 25th Percentile				
i) Total	100%			

*For transfer students use lines 1-5 and delete 6 and 7.
Add 6: Average GPA at previous institution.

J. Program Enrollment Data

(Entries are headcount of students enrolled in the institution.)

	Student Level**										
Descriptors	**1st-Time Freshmen**	**Other 1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**Total Undergraduate**	**1st-Professional**	**Graduate 1st-Time**	**All Other Graduate**	**Unclassified**	**Grand Total**
1. Totals*											
2. Enrollment Status ***											
a) Full-Time											
b) Part-Time											
3. Sex ***											
a) Male											
b) Female in the institution											
4. Race ***											
a) Black, Not of Hispanic Origin*											
b) Hispanic											
c) Asian or Pacific Islander											
d) American Indian/ Alaskan Native											
e) White, Not of Hispanic Origin											
f) Nonresident Alien											
g) Unknown											
5. Age ***											
a) Under 18											
b) 18-19											
c) 20-21											
d) 22-24											
e) 25-29											
f) 30-34											
g) 35-39											
h) 40-49											
i) 50-64											
j) 65 and Older											
k) Unknown											

*Include all students formally recognized as having enrolled/matriculated in the institution.

**Use only columns appropriate to institution.

*** Subcategories should add to line 1.

K. **Levels of Activity in the Accreditable Unit** (Most Recent Complete Fiscal Year)

	Course Level				Total
	Lower Division	Upper Division	Undergraduate Total	1st-Professional & Graduate	
1. Student Credit Hours (SCH) Generated					
a) Total					
b) For Majors					
c) Service Load (1a-1b)					
2. FTE Enrollment (FTE = FT + PT equivalent)					
3. # of SCH Taught by FT Faculty					
4. Student Contact Hours/Week________					
5. Number of Enrollments in Nondegree Credit Courses (Last Complete Fiscal Year): ________					

L. **Distribution of Instructional Activities**

1. Enrollments by Credit Status, Time, and Location

Modes	Number of Course Enrollments
a) Credit Status	
(1) Credit	
(2) Noncredit	
b) Time	
(1) Regular Day Programs	
(2) Evening	
(3) Summer	
(4) Weekend	
(5) Other	
c) Location	
(1) On-Campus	
(2) Off-Campus	
(3) Study Abroad	
(4) Other	

2. Instruction by Class Size Categories

Class Size Categories	Number of Class Meetings Per Week	
	On-Campus	Off-Campus
a) < 10		
b) 11-20		
c) 21-30		
d) 31-40		
e) 41-50		
f) 51-75		
g) 76-100		
h) > 100		
i) Total		

3. Instruction by Type of Facilities Utilized

Facility	Student Contact Hours/Week of Regularly Scheduled Instruction
a) Classrooms	
b) Class Laboratory	
c) Other Laboratory	
d) Clinical Settings (Special Use Facilities & Patient Care Facilities)	
e) Other	

M. **Faculty Time Allocation**

1. Total FTE Faculty ________ (Same as form B, line 2)

2. Of this total number, approximately what proportion of assignable time was devoted to
    - a) Instruction ________
    - b) Advising ________
    - c) Research ________
    - d) Service ________
    - e) Other (Specify) ________
    - f) Total 100%

N. Degree/Diploma/Certificate Awarded Current-Year Graduates

	Level of Certificate/Degree							
	Postsecondary Education Certificate ‹ 1 Year	Postsecondary Education Certificate › 1 ‹ 4	Associate's	Bachelor's	Master's	First-Professional	Doctoral	Total
1. Total								
2. Of this total, how many were awarded to								
a) Men								
b) Women								
3. Of this total, how many were awarded to								
a) Blacks, non-Hispanic								
b) Hispanics								
c) Asian/Pacific Islander								
d) American Indian/ Alaskan Native								
e) White, non-Hispanic								
f) Nonresident Alien								
g) Unknown								
4. Citizenship								
a) U.S. Citizens								
b) Foreign Nationals								
5. Of this total, how many entered institution								
a) ‹ 1 yr ago								
b) ›1‹2 yrs ago								
c) ›3‹4 yrs ago								
d) ›4‹5 yrs ago								
e) ›5‹6 yrs ago								
f) ›6‹7 yrs ago								
g) › 7 yrs ago								
6. Degrees awarded by program (Appendix A)								
01								
02								
.								
.								
.								
50								

O. **Degree/Diploma/Certificate Awarded Current-Year Graduates**

(Use only those columns that are appropriate.)

	Level of Certificate/Degree							
	Postsecondary Education Certificate < 1 Year	**Postsecondary Education Certificate > 1 < 4**	**Associate's**	**Bachelor's**	**Master's**	**First-Professional**	**Doctoral**	**Total**
1. Total # of awards previous year								
2. Of this #, how many								
a) Employed in field								
b) Employed out of field								
c) Continuing education								
d) In Military								
e) Unemployed, not seeking								
f) Unemployed								
3. Of this total #, how many								
a) Took licensing/registration/cert. exam								
b) Passed exam on first attempt								
4. Average score on exam (specify)								
5. Of this total #, how many expressed								
a) Great satisfaction								
b) Some satisfaction								
c) Ambivalence								
d) Some dissatisfaction								
e) Great dissatisfaction								
f) No comment with program?								

P. **Alternative Data Collection Formats for Small Programs**

Some programs, such as in the allied health field, may be so small that it does not make sense to use the data collection formats that have been presented. For example, there may be programs with only two or three faculty members employed, and the effort to complete forms C and D on faculty/staff information might outweigh the benefits. Therefore, two examples for collecting data for small programs are included here. The first is a faculty vitae form, one of which would be completed for each faculty member. The second example is a form that can be used for clinical programs or adapted for use by other small programs, which collects pertinent data on the whole program.

Example 1
Faculty Vitae

Name: Rank or Title:

Principal Current Appointment:

Appointment Status/Type:

Education: Years Degree Year of Graduation

Prior Appointments and Titles:

Organizations and Societies:

Relevant Publications:

No. Years of Professional Experience:
No. Years of Teaching Experience:

Narrative Description of Responsibilities:

Example 2
Clinical Affiliates

A. Institutional and Program Officers

  1. Chief Executive Officer
  2. Dean and/or Department Chairperson or Comparable Hospital Administrator
  3. Program Director/Chairperson
  4. Education Coordinator
  5. Medical Director/Advisor

     Provide the following information for each:
       Name, credential
       Title
       Institution
       School, Division, etc. (if applicable)
       Address
       Telephone

B. Accreditation Information

  1. Name(s) of agency(ies), national, regional, or specialized
  2. Date(s) of action(s)

C. Headcount Enrollment

D. Headcount Clinical Faculty at Site

E. Physical Facilities at Clinical Site

Type of Facility	**Net Assignable Area**	**Number of Rooms**	**% Time Shared**
1. Classroom			
a) Exclusive			
b) Shared			
2. Class laboratory			
3. Individual laboratory			
4. Simulation			
5. Office			
6. Other			

Indicators that Provide Some Basic Information About Programs

The "monitoring indicators" illustrated in this section have been selected to provide useful information about the status of *programs*. These indicators are intended to be illustrative—to show how the descriptive data can be utilized in developing ratios and trends that help provide an overview of a program's condition and operations. The indicators presented here are by no means exhaustive of the possibilities; experienced users will inevitably identify many others that can be formed from the data available and that provide the user with meaningful insights into programmatic strengths and weaknesses.

Because trends tend to be more revealing than absolute numbers in most cases, five years of data for each of these indicators is desirable. There is need for careful interpretation of these ratios. Taken together they provide a rough map of the terrain; taken individually they are interesting characteristics of the landscape that by themselves offer little guidance.

I. Basic Descriptors

A. Acceptance Rate

Calculation: Number of applicants accepted into the program ÷ Number of applicants to the program = Form I, line 2 ÷ Form I, line 1

B. Enrollment Rate

Calculation: Number of acceptances enrolled ÷ Number of applicants accepted = Form I, line 3 ÷ Form I, line 2

C. Sources of Students

Calculation: In-state students enrolled ÷ Total students enrolled = Form I, line 5c ÷ Form I, line 5f

D. Relative Program Size

Calculation: Number of FTE students enrolled in program ÷ Number of FTE students enrolled in institution = Form K, line 2 [undergraduate total] ÷ Form A, line 7d [undergraduate total] and Form K, line 2 [1st-professional and graduate] ÷ Form A, line 7d [1st-professional and graduate]

E. International Source of Program (entering students)

Calculation: Number of foreign students enrolled in program by level ÷ Total number of students enrolled in program by level = Form I, Line 5e ÷ Form I, Line 5f

F. Concentration of Course Content—Required

Calculation: SCH or contact hours of required courses in the major ÷ Total (minimum) hours required for program completion = Form B, line 3a ÷ Form B, line 3d

II. Resource Status Indicators

A. Faculty

1. Full-Timeness of Faculty

Calculation: Full-time faculty ÷ Total FTE faculty = Form C, line 2 [regular full-time column] ÷ Form C, line 2 [FTE column]

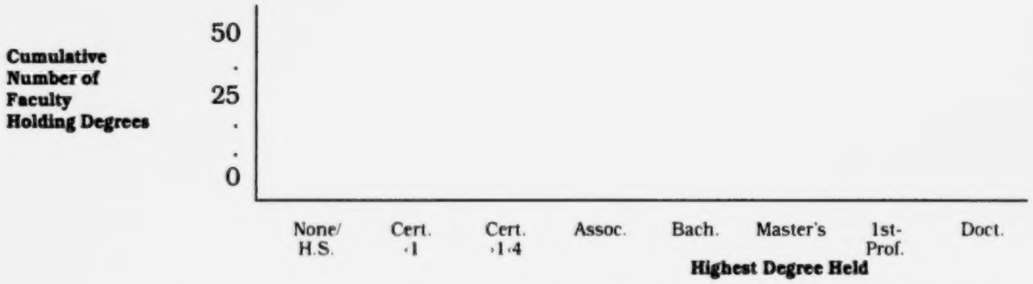
2. Tenure Status

Calculation: Number of full-time tenured faculty ÷ Total full-time tenure-track faculty = Form D, line 4a(1) ÷ Form D, line 4a [full-time column]

and

Number of part-time tenured faculty ÷ Total part-time tenure-track faculty = Form D, line 4a(1) ÷ Form D, line 4a [part-time column]

3. Academic Preparation of Faculty



Plot separate graphs for full-time and part-time faculty
Data from Form D, line 6a-i

B. Facilities

1. Office Space

Calculation: Number of offices ÷ Faculty headcount = Form E, line 1f (rooms column) ÷ Form D, line 1

or

NASF of office space ÷ FTE faculty = Form E, line 1f (net assignable area column) ÷ Form C, line 2 [FTE column]

2. Laboratories

Calculation: Number of student contact hours [number of student hours in lab] ÷ Number of lab stations = Form L, line 3b ÷ Form E, line 1b [stations column]

C. Equipment Replacement Rate

Calculation: Replacement cost of equipment ÷ Expenditures on equipment in most recent year = Form F, line 2 ÷ Form H, line 3f

D. **Financial Resources**

1. **Financial Dependency**
   Calculation: $ from largest source of current funds revenues ÷ Total current fund revenues = Form H (largest of line 1 b(1-7) ÷ Form H, line 1c

E. **Students**

1. **Ability**
   Average test scores of entering students or percentage of entering students from X percent of high school class = Form I, line 6 or Form I, line 7

III. Resource Utilization Measures

A. Resource Allocation Indicators

1. **Student to Faculty Ratio**

Calculation: FTE students ÷ FTE faculty = Form K, line 2 ÷ Form C, line 2 [headcount column]

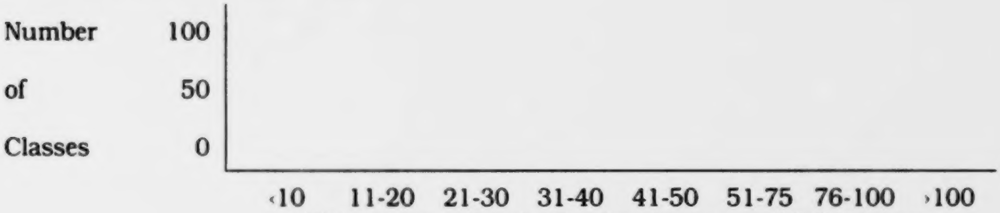
or

Total student credit hours ÷ FTE faculty = Form K, line 1a ÷ Form C, line 2 [headcount column]

2. **Instruction by Full-Time Faculty**

Calculation: Number of undergraduate student credit hours taught by full-time faculty ÷ Total undergraduate student credit hours = Form K, line 3 ÷ Form K, line 1a

3. **Distribution of Class Sizes**



Plot Separate Graphs for On-Campus and Off-Campus
Data from Form L, line 2a-h

4. **Instructional Expenditures**

a. Instruction proportion

Calculation: Instructional expenditure ÷ Total expenditure = Form H, line 2a ÷ Form H, line 2i

or

b. Instruction per FTE student

Calculation: Instruction expenditures ÷ FTE student = Form H, line 2a ÷ Form K, line 2

5. **Allocation of Financial Resources by Expenditure**

Function	$	% of Total
a) Faculty Salaries & Benefits		
b) Other Salaries & Benefits		
c) Supplies		
d) Travel		
e) Purchased Services		
f) Equipment		
g) Library Books		
h) Other		
i) Total	100%	

*Data from Form H, line 2a-i

6. **Government-Derived Inflow Proportion**

Calculation: Total government-related inflows ÷ Current funds revenues = Form H, line 1b(2+3) ÷ Form H, line 1c

7. **Full-Time Faculty Load**

Calculation: Percentage of student credit hours generated by full-time faculty = Form K, line 3 ÷ Form K, line 1a

8. **Staffing Support for Faculty**

Calculation: Number of support staff ÷ Number of faculty = Form C, lines 4+5+6+7 ÷ Form C, line 2

or

Calculation: Expenditures on other salaries and benefits ÷ Expenditures on faculty salaries and benefits = Form H, line 3b ÷ Form H, line 3a

B. Student Demand for Program and Its Services

1. **Average Student Load**

Calculation: Total SCH of undergraduate students enrolled in program ÷ Headcount undergraduate enrollment in program = Form K, line 1a [Undergraduate] ÷ Form J, line 1 [Undergraduate]

and

Calculation: Total SCH of graduate students enrolled in program ÷ Headcount graduate enrollment in program = Form K, line 1a [graduate] ÷ Form J, line 1 [graduate]

2. **Program Enrollment**

	Number of Majors*
Undergraduate	
1st-Professional	
Graduate	
Total	

*Data from Form J, line 1

3. **Service Load**

Calculation: Student credit hours earned by majors ÷ Total student credit hours generated by program = Form K, line 1b ÷ Form K, line 1a

4. **Programmatic Capacity Being Used**

Calculation: Number of students enrolled in program ÷ Enrollment capacity of program = Form J, line 1 ÷ Form B, line 7 [whichever columns are appropriate]

IV. **Outcomes**

A. **Knowledge.** Variables and measures must be tailored to the program.

B. **Skills.** Variables and measures must be tailored to the program.

C. **Values/Beliefs.** Variables and measures must be tailored to the program.

D. **Relationships/Behavioral Measures.**

1. **Retention**
   Calculation: Number of returnees ÷ Number of potential returnees for degree seeking and non-degree seeking

2. **Number of Degrees/Diplomas/Certificates Awarded by Program**

Award Level	Current Year*	Previous Year*
Postsecondary Certificate or Diploma (less than one year)		
Postsecondary Certificate or Diploma (one but less than four years)		
Associate's Degree		
Bachelor's Degree		
Master's Degree		
First-Professional Degree		
Doctoral Degree		
Total		

*Data from Form N, line 1 and Form O, line 1

3. **Program Completers**
   Calculation: Number of students completing program in "normal" time period ÷ Number of entering class of students

4. **Licensing/Certification**

   a. % of graduates/completers seeking licensing/certificate
      Calculation: # of completers taking licensing/certificate exam ÷ Total number of program completers = Form O, line 3a ÷ Form O, line 1

   b. % of students satisfactorily passing licensing/certifying exam
      Calculation: Number of students passing licensing exam the first time ÷ Total graduates taking exam = Form O, line 3b ÷ Form O,
      line 3a

5. **Placements**
   Calculation: Number of students in related occupations within one year of program completion ÷ Total number of graduates = Form O, line 2a ÷ Form O, line 1

Appendix A
Classification of Instructional Programs

01	**Agribusiness and Agricultural Production**
0101	Agricultural Business and Management
0102	Agricultural Mechanics
0103	Agricultural Production
0104	Agricultural Products and Processing
0105	Agricultural Services and Supplies
0106	Horticulture
0107	International Agricultural
0199	Agribusiness and Agricultural Production, Other
02	**Agricultural Sciences**
0201	Agricultural Sciences, General
0202	Animal Sciences
0203	Food Sciences
0204	Plant Sciences
0205	Soil Sciences
0299	Agricultural Sciences, Other
03	**Renewable Natural Resources**
0301	Renewable Natural Resources, General
0302	Conservation and Regulation
0303	Fishing and Fisheries
0304	Forestry Production and Processing
0305	Forestry and Related Sciences
0306	Wildlife Management
0399	Renewable Natural Resources, Other
04	**Architecture and Environmental Design**
0401	Architecture and Environmental Design, General
0402	Architecture
0403	City, Community, and Regional Planning
0404	Environmental Design
0405	Interior Design
0406	Landscape Architecture
0407	Urban Design
0499	Architecture and Environmental Design, Other

05	**Area and Ethnic Studies**	
	0501	Area Studies
	0502	Ethnic Studies
	0599	Area and Ethnic Studies, Other
06	**Business and Management**	
	0601	Business and Management, General
	0602	Accounting
	0603	Banking and Finance
	0604	Business Administration and Management
	0605	Business Economics
	0606	Human Resources Development
	0607	Institutional Management
	0608	Insurance and Risk Management
	0609	International Business Management
	0610	Investments and Securities
	0611	Labor/Industrial Relations
	0612	Management Information Systems
	0613	Management Science
	0614	Marketing Management and Research
	0615	Organizational Behavior
	0616	Personnel Management
	0617	Real Estate
	0618	Small Business Management and Ownership
	0619	Taxation
	0620	Trade and Industrial Supervision and Management
	0699	Business and Management, Other
07	**Business and Office**	
	0701	Accounting, Bookkeeping, and Related Programs
	0702	Banking and Related Financial Programs
	0703	Business Data Processing and Related Programs
	0704	Office Supervision and Management
	0705	Personnel and Training Programs
	0706	Secretarial and Related Programs
	0707	Typing, General Office, and Related Programs
	0799	Business and Office, Other
08	**Marketing and Distribution**	
	0801	Apparel and Accessories Marketing
	0802	Business and Personal Services Marketing
	0803	Entrepreneurship
	0804	Financial Services Marketing
	0805	Floristry, Farm and Garden Supplies Marketing
	0806	Food Marketing
	0807	General Marketing
	0808	Home and Office Products Marketing
	0809	Hospitality and Recreation Marketing
	0810	Insurance Marketing
	0811	Transportation and Travel Marketing
	0812	Vehicles and Petroleum Marketing
	0899	Marketing and Distribution, Other

09	**Communications**
0901	Communications, General
0902	Advertising
0903	Communications Research
0904	Journalism (Mass Communications)
0905	Public Relations
0906	Radio/Television News Broadcast
0907	Radio/Television, General
0999	Communications, Other
10	**Communication Technologies**
1001	Communication Technlogies
11	**Computer and Information Sciences**
1101	Computer and Information Sciences, General
1102	Computer Programming
1103	Data Processing
1104	Information Sciences and Systems
1105	Systems Analysis
1199	Computer and Information Sciences, Other
12	**Consumer, Personal, and Miscellaneous Services**
1201	Drycleaning and Laundering Services
1202	Entertainment Services
1203	Funeral Services
1204	Personal Services
1299	Consumer, Personal, and Miscellaneous Services, Other
13	**Education**
1301	Education, General
1302	Bilingual/Bicultural Education
1303	Curriculum and Instruction
1304	Education Administration
1305	Educational Media
1306	Evaluation and Research
1307	International and Comparative Education
1308	School Psychology
1309	Social Foundations
1310	Special Education
1311	Student Counseling and Personnel Services
1312	Teacher Education, General Programs
1313	Teacher Education, Specific Subject Areas
1314	Teaching English as a Second Language/Foreign Language
1399	Education, Other
14	**Engineering**
1401	Engineering, General
1401	Aerospace, Aeronautical, and Astronautical Engineering
1403	Agricultural Engineering
1404	Architectural Engineering
1405	Bioengineering and Biomedical Engineering
1406	Ceramic Engineering
1407	Chemical Engineering
1408	Civil Engineering
1409	Computer Engineering
1410	Electrical, Electronics, and Communications Engineering
1411	Engineering Mechanics
1412	Engineering Physics

- 1413 Engineering Science
- 1414 Environmental Health Engineering
- 1415 Geological Engineering
- 1416 Geophysical Engineering
- 1417 Industrial Engineering
- 1418 Materials Engineering
- 1419 Mechanical Engineering
- 1420 Metallurgical Engineering
- 1421 Mining and Mineral Engineering
- 1422 Naval Architecture and Marine Engineering
- 1423 Nuclear Engineering
- 1424 Ocean Engineering
- 1425 Petroleum Engineering
- 1426 Surveying and Mapping Sciences
- 1427 Systems Engineering
- 1428 Textile Engineering
- 1499 Engineering, Other

15 Engineering and Engineering-Related Technologies
- 1501 Architectural Technologies
- 1502 Civil Technologies
- 1503 Electrical and Electronic Technologies
- 1504 Electromechanical Instrumentation and Maintenance Technologies
- 1505 Environmental Control Technologies
- 1506 Industrial Production Technologies
- 1507 Quality Control and Safety Technologies
- 1508 Mechanical and Related Technologies
- 1509 Mining and Petroleum Technologies
- 1599 Engineering and Engineering-Related Technologies, Other

16 Foreign Languages
- 1601 Foreign Languages, Multiple Emphasis
- 1602 African (Non-Semitic) Languages
- 1603 Asiatic Languages
- 1604 Balto-Slavic Languages
- 1605 Germanic Languages
- 1606 Greek
- 1607 Indic Languages
- 1608 Iranian Languages
- 1609 Italic Languages
- 1610 Native American Languages
- 1611 Semitic Languages
- 1699 Foreign Languages, Other

17 Allied Health
- 1701 Dental Services
  - 170101 Dental Assisting
  - 170102 Dental Hygiene
  - 170103 Dental Laboratory Technology
  - 170199 Dental Services, Other
- 1702 Diagnostic and Treatment Services
  - 170201 Cardiopulmonary Technology
  - 170202 Dialysis Technology
  - 170203 Electrocardiograph Technology
  - 170204 Electroencephalograph Technology
  - 170205 Emergency Medical Technology-Ambulance

	170206	Emergency Medical Technology-Paramedic
	170207	Medical Radiation Dosimetry
	170208	Nuclear Medical Technology
	170209	Radiograph Medical Technology
	170210	Respiratory Therapy Technology
	170211	Surgical Technology
	170212	Ultrasound Technology
	170299	Diagnostic and Treatment Services, Other
1703	Medical Laboratory Technologies	
	170301	Blood Bank Technology
	170302	Chemistry Technology
	170303	Clinical Animal Technology
	170304	Clinical Laboratory Aide
	170305	Clinical Laboratory Assisting
	170306	Cytotechnology
	170307	Hematology Technology
	170308	Histologic Technology
	170309	Medical Laboratory Technology
	170310	Medical Technology
	170311	Microbiology Technology
	170399	Medical Laboratory Technologies, Other
1704	Mental Health/Human Services	
	170401	Alcohol/Drug Abuse Specialty
	170402	Community Health Work
	170403	Genetic Counseling
	170404	Home Health Aide
	170405	Mental Health/Human Services Assisting
	170406	Mental Health/Human Services Technology
	170407	Rehabilitation Counseling
	170408	Therapeutic Child Care Work
	170499	Mental Health/Human Services, Other
1705	Miscellaneous Allied Health Services	
	170501	Animal Technology
	170502	Central Supply Technology
	170503	Medical Assisting
	170504	Medical Illustrating
	170505	Medical Office Management
	170506	Medical Records Technology
	170507	Pharmacy Assisting
	170508	Physician Assisting—Primary Care
	170509	Physician Assisting—Specialty
	170510	Podiatric Assisting
	170511	Veterinarian Aide
	170512	Veterinarian Assisting
	170513	Ward Clerk
	170599	Miscellaneous Allied Health Services, Other
1706	Nursing-Related Services	
	170601	Geriatric Aide
	170602	Nursing Assisting
	170603	Obstetrical Technology
	170604	Pediatric Aide
	170605	Practical Nursing
	170606	Ward Service Management
	170699	Nursing-Related Services, Other

- 1707 Ophthalmic Services
    - 170701 Ophthalmic Dispensing
    - 170702 Ophthalmic Laboratory Technology
    - 170703 Ophthalmic Medical Assisting
    - 170704 Optometric Assisting
    - 170705 Optometric Technology
    - 170706 Orthoptics
    - 170799 Ophthalmic Services, Other
- 1708 Rehabilitation Services
    - 170801 Art Therapy
    - 170802 Corrective Therapy
    - 170803 Dance Therapy
    - 170804 Exercise Physiology
    - 170805 Manual Arts Therapy
    - 170806 Music Therapy
    - 170807 Occupational Therapy
    - 170808 Occupational Therapy Assisting
    - 170809 Occupational Therapy Aide
    - 170810 Orthotic/Prosthetic Assisting
    - 170811 Orthotics/Prosthetics
    - 170812 Orthopedic Assisting
    - 170813 Physical Therapy
    - 170814 Physical Therapy Aide
    - 170815 Physical Therapy Assisting
    - 170816 Recreational Therapy
    - 170817 Recreational Therapy Technology
    - 170818 Respiratory Therapy
    - 170819 Respiratory Therapy Assisting
    - 170820 Speech/Hearing Therapy Aide
    - 170821 Speech-Language Pathology/Audiology
    - 170899 Rehabilitation Services, Other
- 1799 Allied Health, Other
    - 179999 Allied Health, Other

18 Health Sciences

- 1801 Audiology and Speech Pathology
- 1802 Basic Clinical Health Sciences
- 1803 Chiropractic
- 1804 Dentistry
- 1805 Emergency/Disaster Science
- 1806 Epidemiology
- 1807 Health Sciences Administration
- 1808 Hematology
- 1809 Medical Laboratory
- 1810 Medicine
- 1811 Nursing
- 1812 Optometry
- 1813 Osteopathic Medicine
- 1814 Pharmacy
- 1815 Podiatry
- 1816 Population and Family Planning
- 1817 Pre-Dentistry

	1818	Pre-Medicine
	1819	Pre-Pharmacy
	1820	Pre-Veterinary
	1821	Prosectorial Science
	1822	Public Health Laboratory Science
	1823	Toxicology (Clinical)
	1824	Veterinary Medicine
	1899	Health Sciences, Other
19	**Home Economics**	
	1901	Home Economics, General
	1902	Business Home Economics
	1903	Family and Community Services
	1904	Family/Consumer Resource Management
	1905	Food Sciences and Human Nutrition
	1906	Human Environment and Housing
	1907	Individual and Family Development
	1908	International/Comparative Home Economics
	1909	Textiles and Clothing
	1999	Home Economics, Other
20	**Vocational Home Economics**	
	2001	Consumer and Homemaking Home Economics
	2002	Child Care and Guidance Management and Services
	2003	Clothing, Apparel, and Textiles Management, Production, and Services
	2004	Food Production, Management, and Services
	2005	Home Furnishings and Equipment Management, Production, and Services
	2006	Institutional, Home Management, and Supporting Services
	2099	Vocational Home Economics, Other
21	**Industrial Arts**	
	2101	Industrial Arts
22	**Law**	
	2201	Law
23	**Letters**	
	2301	English, General
	2302	Classics
	2303	Comparative Literature
	2304	Composition
	2305	Creative Writing
	2306	Linguistics (Includes Phonetics, Semantics, and Philology)
	2307	Literature, American
	2308	Literature, English
	2309	Rhetoric
	2310	Speech, Debate, and Forensics
	2311	Technical and Business Writing
	2399	Letters, Other
24	**Liberal/General Studies**	
	2401	Liberal/General Studies
25	**Library and Archival Sciences**	
	2501	Library and Archival Sciences, General
	2502	Archival Science
	2503	Library Assisting
	2504	Library Science
	2505	Museology
	2599	Library and Archival Sciences, Other

26 Life Sciences
2601 Biology, General
2602 Biochemistiry and Biophysics
2603 Botany
2604 Cell and Molecular Biology
2605 Microbiology
2606 Miscellaneous Specialized Areas, Life Sciences
2607 Zoology
2699 Life Sciences, Other
27 Mathematics
2701 Mathematics, General
2702 Actuarial Sciences
2703 Applied Mathematics
2704 Pure Mathematics
2705 Statistics
2799 Mathematics, Other
28 Military Sciences
2801 Aerospace Science (Air Force)
2802 Coast Guard Science
2803 Military Science (Army)
2804 Naval Science (Navy, Marines)
2899 Military Sciences, Other
29 Military Technologies
2901 Military Technologies
30 Multi/Interdisciplinary Studies
3001 Biological and Physical Sciences
3002 Clinical Pastoral Care
3003 Engineering and Other Disciplines
3004 Humanities and Social Sciences
3005 Peace Studies
3006 Systems Science
3007 Women's Studies
3099 Multi/Interdisciplinary Studies, Other
31 Parks and Recreation
3101 Parks and Recreation, General
3102 Outdoor Recreation
3103 Parks and Recreation Management
3104 Water Resources
3199 Parks and Recreation, Other
32 Basic Skills
3201 Basic Skills
33 Citizenship/Civic Activities
3301 Citizenship/Civic Activities
34 Health-Related Activities
3401 Health-Related Activities
35 Interpersonal Skills
3501 Interpersonal Skills
36 Leisure and Recreational Activities
3601 Leisure and Recreational Activities
37 Personal Awareness
3701 Personal Awareness

38	**Philosophy and Religion**
3801	Philosophy
3802	Religion
3899	Philosophy and Religion, Other
39	**Theology**
3901	Biblical Languages
3902	Bible Studies
3903	Missionary Studies
3904	Religious Education
3905	Religious Music
3906	Theological Studies
3999	Theology, Other
40	**Physical Sciences**
4001	Physical Sciences, General
4002	Astronomy
4003	Astrophysics
4004	Atmospheric Sciences and Meteorology
4005	Chemistry
4006	Geological Sciences
4007	Miscellaneous Physical Sciences
4008	Physics
4009	Planetary Science
4099	Physical Sciences, Other
41	**Science Technologies**
4101	Biological Technologies
4102	Nuclear Technologies
4103	Physical Science Technologies
4199	Science Technologies, Other
42	**Psychology**
4201	Psychology, General
4202	Clinical Psychology
4203	Cognitive Psychology
4204	Community Psychology
4205	Comparative Psychology
4206	Counseling Psychology
4207	Developmental Psychology
4208	Experimental Psychology
4209	Industrial and Organizational Psychology
4210	Personality Psychology
4211	Physiological Psychology
4212	Psycholinguistics
4213	Psychometrics
4214	Psychopharmacology
4215	Quantitative Psychology
4216	Social Psychology
4299	Psychology, Other
43	**Protective Services**
4301	Criminal Justice
4302	Fire Protection
4399	Protective Services, Other

44	**Public Affairs**
4401	Public Affairs, General
4402	Community Services
4403	International Public Service
4404	Public Administration
4405	Public Policy Studies
4406	Public Works
4407	Social Work
4499	Public Affairs, Other
45	**Social Sciences**
4501	Social Sciences, General
4502	Anthropology
4503	Archeology
4504	Criminology
4505	Demography
4506	Economics
4507	Geography
4508	History
4509	International Relations
4510	Political Science and Government
4511	Sociology
4512	Urban Studies
4599	Social Sciences, Other
46	**Construction Trades**
4601	Brickmasonry, Stonemasonry, and Tile Setting
4602	Carpentry
4603	Electrical and Power Transmission Installation
4604	Miscellaneous Construction Trades
4605	Plumbing, Pipefitting, and Steamfitting
4699	Construction Trades, Other
47	**Mechanics and Repairers**
4701	Electrical and Electronics Equipment Repair
4702	Heating, Air Conditioning, and Refrigeration Mechanics
4703	Industrial Equipment Maintenance and Repair
4704	Miscellaneous Mechanics and Repairers
4705	Stationary Energy Sources
4706	Vehicle and Mobile Equipment Mechanics and Repairers
4799	Mechanics and Repairers, Other
48	**Precision Production**
4801	Drafting
4802	Graphic and Printing Communications
4803	Leatherworking and Upholstering
4804	Precision Food Production
4805	Precision Metal Work
4806	Precision Work, Assorted Materials
4807	Woodworking
4899	Precision Production, Other
49	**Transportation and Material Moving**
4901	Air Transportation
4902	Vehicle and Equipment Operation
4903	Water Transportation
4999	Transportation and Material Moving, Other

50 Visual and Performing Arts

5001	Visual and Performing Arts, General
5002	Crafts
5003	Dance
5004	Design
5005	Dramatic Arts
5006	Film Arts
5007	Fine Arts
5008	Graphic Arts Technology
5009	Music
5099	Visual and Performing Arts, Other

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Index

Academic Load 16,33
Acceptance 20,54
Accounts Payable and Accrued Liabilities 20,52
Accounts Receivable 19,52
Accrediting Bodies, Institutional 16,29
Accrediting Bodies, Professional and Specialized 16,30
Acquisitions 19,50
Adjunct Employee 17,40
Administrative Professionals 18,40
Admissions Requirements 16,34
Advising 62
Age/Construction Date 18,45
Age Ranges 20,55
Allied Health Schools 15,27
American College Testing (ACT) Program Battery 34,37,60
American Indian or Alaskan Native 17,20,39,54
Amounts Due to Other Fund Groups 20,53
Applicant 20,54
Appointment Status 17,39
Archives 49
Arts and Design Schools 15,27
Asian or Pacific Islander 17,20,39,54
Assets 19,52
Assignable Area 45
Assistant Professor 18,42
Assistantships 71
Associate Professor 18,42
Associate's Degree 16,18,21,22,32,34,35,36,43,58,59
Audio 50
Audiovisual Materials 19,50
Auxiliary Enterprises 22,70
Baccalaureate Institutions 15,26
Bachelor's Degree 16,18,21,22,32,34,35,36,43,58,59
Behavioral Measures 23,75,76
Beliefs 23,75,76
Black, Not of Hispanic Origin 17,20,39,54

Book Value 19,48
Building 18,45
Building Condition 18,45
Business/Commerce Schools 15,27
Calendar 16,28
Cartographic 50
Cash 19,52
Citizenship 21,57
Class Rank 16,17,35,37
Classroom 19,46
Clerical Employees 18,41
Clinical Requirements 17,38
Clinical Sites 17,38
Collections 19,49
Comprehensive Institutions 15,26
Computing Resources 19,51
Consortium 17,38
Continuous Term 16,29
Contractual 18,42
Cosmetology/Barber Schools 15,27
Course Level 23,73
Crafts and Trades Employees 18,41
Current Funds Expenditures and Transfers by Functions 22,67
Deferred Credits 20,53
Deferred Revenues 20,53
Degree Levels 16,32,35
Degree Seeking 21,58
Dental Admissions Test (DAT) 35,37,60
Deposits 20,53
Distribution 19,50
Doctoral Degree 16,18,21,22,33,35,44,58,60
Doctoral-Granting Institutions 15,26
Dollar Value 19,48
Educational Credential 18,21,42,57
Elective Courses 17,36
Endowment Income 22,65
Enrollee 20,54
Enrollment Status 20,55
Equipment 19,48
Executive Professionals 18,40
Expenditures, Academic Support 68
Expenditures, Educational and General 22,68
Expenditures, Institutional Support 69
Expenditures, Instruction 68
Expenditures, Public Service 68
Expenditures, Research 68
Expenditures, Student Services 69
Externship 17,38
4-1-4 Plan 16,29
Facility 18,45
Facility, General-Use 19,47
Facility, Health-Care 19,47
Facility, Office 19,46

Facility, Residential 19,47
Facility, Special-Use 19,47
Facility, Study 19,46
Facility, Support 19,47
Faculty Contact Hours 22,62
Faculty Rank 18,41
Faculty/Staff Allocation 22,62
Fees 16,33
Fellowships 70,71
Field 16,35
Financial Resources 19,22,52,63
First-Professional 21,55,56
First-Professional Degree 16,18,21,22,32,35,43,58,59
Flight Schools 15,27
Foreign 21,57
Freshman 21,55
Full-Time Appointment 17,40
Full-Time Enrollment 20,55
Full-Time Equivalent (FTE) 22,23,62,72
Full-Time Equivalent Assignment 22,62
General Baccalaureate Institutions 15,26
Geographic Origin 21,57
Governmental Appropriations 22,64
Governmental Grants and Contracts 22,64
Graduate 21,55,56
Graduate Management Admissions Test (GMAT) 35,37,60
Graduate Record Examination (GRE) 35,37,60
Graduate Research Associate/Assistant 18,42
Graduate Teaching Associate/Assistant 18,42
Graphic 50
Gross Area 45
Headcount Enrollment 23,72
High School Diploma or Equivalent 18,21,34,36,42,57
High School Rank 22,61
Hispanic 17,20,39,54
Hospital Schools 15,28
Hospitals 22,71
Independent Operations 22,67,71
In-District 21,57
In-State 21,57
In-State but Out-of-District 21,57
Institutional Control 16,28
Institutional Descriptors 15,26
Institutional Outcomes 23,75
Institutional Plant 19,52
Instruction 16,34,36,62
Instruction Professionals 18,40
Instructor 18,42
Interfund Borrowing Due from Other Funds 19,52
Inventories 19,52
Investments 19,52
Junior 21,56
Knowledge 23,75,76

Laboratory, Class 19,46
Laboratory, Individual-Study 19,46
Laboratory, Nonclass 19,46
Laboratory, Special-Class 19,46
Law School Admissions Test (LSAT) 35,37,60
Lecturer 18,42
Liabilities 20,52
Lower Division Course 73
Machine Readable 50
Major 23,73
Managerial Professionals 18,40
Mandatory Transfers 22,70
Manuscripts 49
Master's Degree 16,18,21,22,32,34,35,37,43,58,59
Medical College Admissions Test (MCAT) 35,37,60
Merit-Based Scholarships 22,71
Microform 49
Miller Analogies Test (MAT) 35,37,60
Motion Pictures 50
Multimedia 50
Noncollegiate Institutions 15,27
Non-Degree Seeking 21,58
Nonmandatory Transfers 22,70
Nonresident Alien 17,20,39,54
Nontenured 18,42
Notes, Bonds, and Mortgages Payable 20,52
Notes Receivable 19,52
Office Employees 18,41
Office Facility 19,46
Operation and Maintenance of Plant 70
Outcomes 23,75
Out-of-State 21,57
Owner Equity 20,53
Ownership (Building) 18,45
Part-Time Appointment 17,40
Part-Time Enrollment 20,55
Physical Unit 19,49
Postbaccalaureate 21,56
Postsecondary Certificate or Diploma (less than one year) 16,18,21,22,32,35,43,57,59
Postsecondary Certificate or Diploma (one but less than four years) 16,18,21,22,32,35,43,57,59
Prepaid Expenses and Deferred Charges 19,52
Print Materials 19,49
Private Gifts, Grants, and Contracts 22,64
Professional Certificate 18,44
Professional Licenses 18,44
Professor 18,42
Program Admissions Requirements 17,36
Program Capacity 17,38
Program Content 17,36
Program Outcomes 23,76
Program Sponsorship 17,38

151

Quarter 16,28
Race/Ethnic 17,20,39,54
Regular Employee 17,40
Relationships 23,75,76
Replacement Cost 18,19,45,48
Required Courses 17,36
Research 62
Research Professionals 18,40
Residence Requirements 17,38
Resource-Utilization Descriptors 22,62
Revenues 22,63
Room and Board 16,33
Rooms 19,46
Room Size 19,46
Sales and Services, Auxiliary Enterprises 22,66
Sales and Services, Educational Activities 22,65
Sales and Services, Hospitals 22,66
Scholarships 70
Scholastic Aptitude Test (SAT) 34,37,60
Semester 16,28
Senior 21,56
Service 62
Service Employees 18,41
Sex 17,20,39,54
Single Institution 17,38
Skills 23,75,76
Sophomore 21,56
Specialist Professionals 18,41
Specialized Institutions 15,27
Standardized Test Scores 16,17,34,37,60
Station 19,47
Student Aptitude 22,60
Student Assistance 22,71
Student Characteristics 20,54
Student Charges 16,33
Student Contact Hour 17,23,36,72
Student Credit Hour (SCH) 17,23,36,72
Student Demand 23,72
Student Descriptors 20,54
Student Level 21,55
Student Services 23,73
Support Professionals 18,41
Technical Employees 18,41
Technical Schools 15,28
Tenure Status 18,42
Tenure-Track 18,42
Tenured 18,42
Textual Materials 19,49
Three-Dimensional 50
Title Count 19,49
Trade Schools 15,28
Traineeships 71
Transfers from Other Funds 22,67

Trimester 16,28
Tuition 16,33
Tuition and Fees 22,63
Two-Year Institutions 15,27
Type of Appointment 17,40
Type of Institution 15,26
Type of Position 17,40
Type of Student 21,58
Unclassified 21,56
Undergraduate 21,55,56
Undesignated Rank 18,42
Undrawn Appropriations 19,52
Upper Division Course 73
Values 23,75,76
Video 50
Visiting Employee 17,40
Vocational/Technical Schools 15,28
Volume 19,49
White, Not of Hispanic Origin 17,20,39,54

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